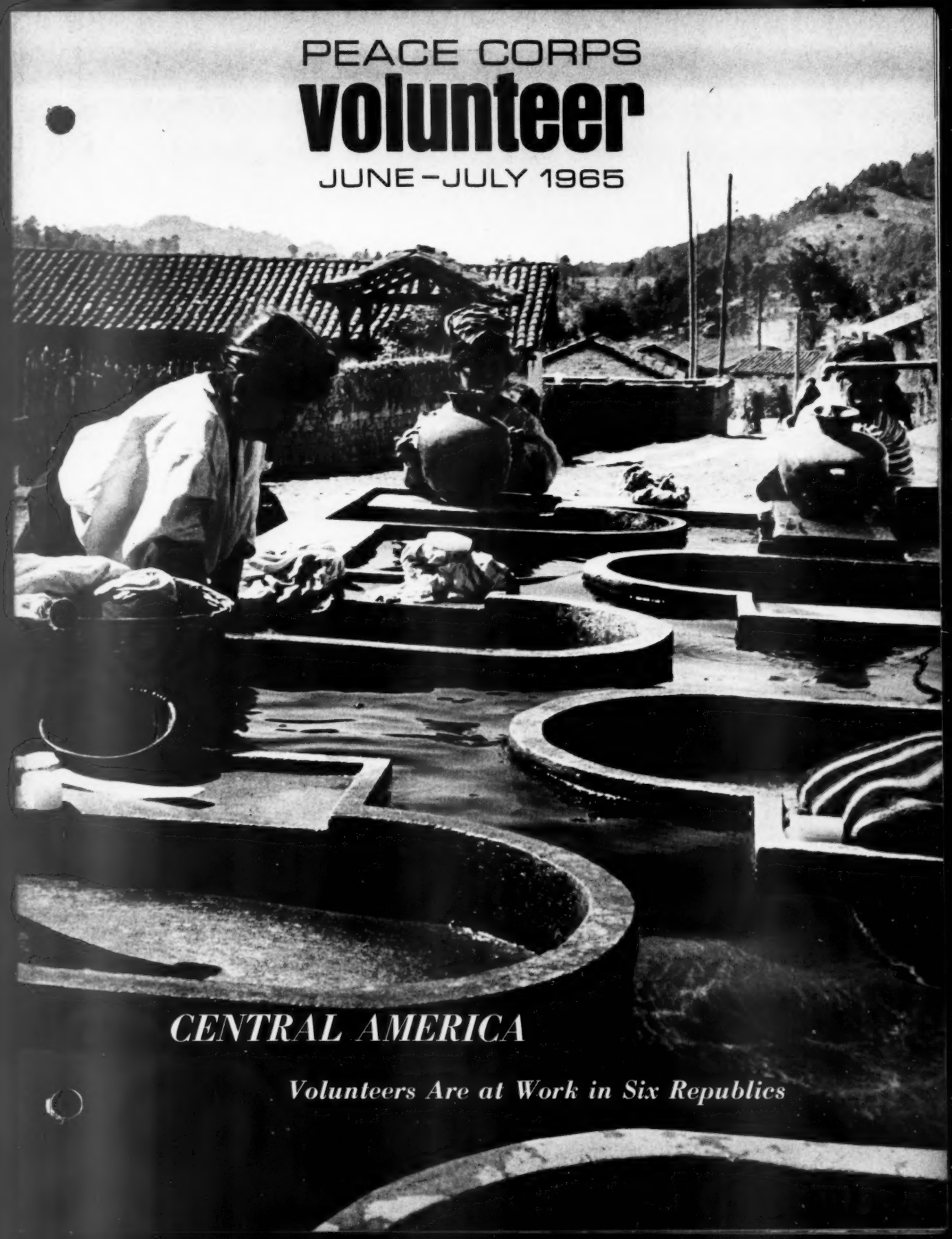
PEACE CORPS

volunteer

JUNE–JULY 1965



CENTRAL AMERICA

Volunteers Are at Work in Six Republics

ANOTHER OPINION

A Volunteer Must Use the Language

By F. Kingston Berlew

To do the job well, a Volunteer must use the language of his host country.

It would seem that this simple statement is basic for the Peace Corps and thus would be non-controversial.

But I have heard comments like these:

- "We're here to teach English and the best way to do that is to speak English all the time. There's no reason to learn Swahili."
- "I know enough Bengali to find the railroad station and order a meal. The rest of the time I'm too busy getting bridges built to mess around with Bengali."
- "Most of the people I work with speak English and the rest I can get along with."
- "I'd like to learn Amharic but I'm just too busy doing the job they asked me to come here for."

These are not isolated statements. They are echoed by many Peace Corps Volunteers and staff members (excepting perhaps those in Spanish-speaking Latin America and French-speaking Africa). They defend this reasoning by saying their job is just too important and time-consuming to allow them to learn the language, and that a good Volunteer is just not concerned with "image" or about winning friends and influencing people. Finally, and perhaps most discouragingly, a significant number recognize the importance of language to their Peace Corps role but admit they haven't learned the local tongue.

I don't think any of these reasons can be justified. The Peace Corps, in my view, should seriously consider limiting membership in the organization to those Volunteers and staff members committed to learning (and using) the primary language of their communities.

The greatest value and strength of the Peace Corps does not lie in the accomplishment of physical construction or in the simple transfer of knowledge. It is rather in the effect of the individual Volunteer on the minds and attitudes of those with whom he lives and works. There are more efficient ways to build roads and schools and water systems than by Volunteer labor.

The Essential Attitudes

There is, however, probably no better way than through communication between Volunteers and host-country citizens to develop the knowledge that it *is* possible to have an effect on one's environment and with it a sense of responsibility; to foster a capacity for organization, administration, and leadership; to stress quality, precision, and foresight, and to develop a feeling for the importance of understanding as opposed to rote learning. These attitudes are the ones essential to rapid progress and the ones usually lacking in developing countries. They are best learned from understanding their importance and observing their practice in a person who is respected as an equal and a friend—not someone who lives in another world with riches and resources not even to be contemplated.

Language is of primary importance to this kind of contribution. Those few persons who by example, warmth of personality, and dedication are able to transcend this communications barrier to a degree are truly exceptional.

Even in those countries where English is the second language, inability to speak and understand the first language is a major handicap to full effectiveness as a Volunteer. In most cases the level of English comprehension is not adequate, particularly when tested by ideas, concepts, and abstractions. Most Volunteers have indulged in the "head-nodding" stage of comprehension whereby it is possible to keep a conversation going for several minutes without understanding more than a quarter of what is said. The resulting misunderstandings and failures to act responsively can be destructive—not just unproductive.

Even where English comprehension is good, cultural barriers persist without the ability to approach students and co-workers through their own language. It is not enough that the student hear the word and understand its meaning. Lessons must be related to some relevant part of the student's experience, and built on that. In many schools this *has* been done in English, but the Volunteer's capacity to increase the understanding of his students and faculty associates is restricted when he cannot speak their language. There are few countries in which we serve where a citizen can accurately or comfortably express his feelings and ideas forcefully in English; likewise, there are few places where an American speaking English can penetrate much beyond the reserve considered appropriate for foreigners.

In short, it is hard to think of a Peace Corps job which could not be performed far better with an effective working knowledge of the local language.

And there is another important reason for learning the language of the community. It is the enjoyment that comes from leading a full life.

Peace Corps service should not be an endurance test. Our lives normally include the sharing of ideas, attitudes, and feelings with friends; enjoyment of and participation in sports, music, art, and literature; and the spontaneous expression of humor. Without these facets life is one-dimensional. Volunteers and staff members who are unable to converse in the language of the people they live and work with are condemned to superficial experience.

Learning Is Not Easy

To those who fail to learn the language, jobs become all-important. When the job falters, as it inevitably will for a variety of reasons, the non-speaker suffers, complains, and sometimes goes home. Life is too short to live two years of it only half way. And the bitterness that can result has made more than one Volunteer ineffective.

I don't mean to suggest that learning the local language is easy. I have felt personally the pressures of the "job"—visiting Volunteers, paperwork, programming, and so forth, which often seemed too important to give up for language study overseas. The result is that I did not become fluent enough in either Urdu or Bengali to participate fully in the life of Pakistan.

(Continued on back page)

F. Kingston Berlew is Acting Associate Director for Peace Corps Volunteers. He served as Peace Corps Representative in Pakistan from 1962 to 1964, and before that was a lawyer for the U.S. Agency for International Development. He is married and has two children.

One Job for Shriver?

Sargent Shriver, who commutes between the Peace Corps and the Office of Economic Opportunity in Washington as Director of both agencies, was criticized by the Senate in June for his dual directorship.

Just before the Senate passed a bill to authorize the Peace Corps to spend $115 million in the 1965-66 fiscal year, Senator Jacob K. Javits of New York proposed an amendment to the bill providing that the Peace Corps Director "shall hold no other Federal office of equivalent rank."

Senator J. W. Fulbright of Arkansas, who was floor manager of the bill, accepted the amendment and it was passed by voice vote of the small number of senators on the floor at the time.

Passage of the amendment was termed a "surprise action" by some observers. Senator Javits praised Shriver as "one of the best" of Government servants, but said he should be given full time to perform one post or the other.

Shriver accepts salary for only one job.

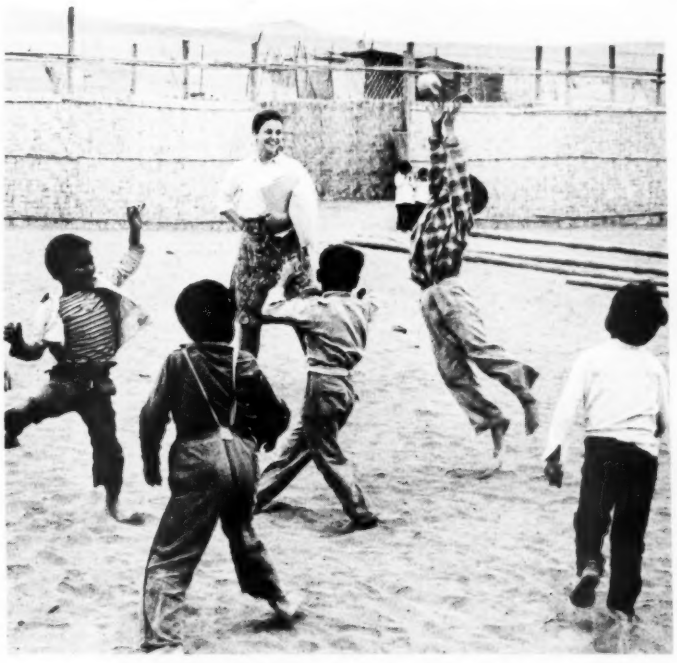
When it came time for members of the House to consider the Peace Corps authorization bill, Shriver was upheld in his double role. Representatives from both political parties said they would support the President in his desire to have Shriver continue in both jobs.

Shriver told members of the House Foreign Affairs Committee that he had never asked for either job and that in fact he had proposed several people for both positions. He noted that he was an appointee of the President, and that anybody asked to do a job by the President "ought to try and do it."

The chairman of the House committee, Thomas E. Morgan of Pennsylvania, noted that the Senate had confirmed Shriver in both posts.

The House version of the bill, as reported by Morgan's committee, does not contain the stricture against the Peace Corps Director holding other posts. At the end of June, final House action on the bill was still pending. If the bill as passed by the House differs from the Senate version, it will go to a Senate-House conference for adjustment.

Meantime, the Department of Justice has rendered an opinion in which it said the Javits amendment would be an "attempt by Congress to remove from office an officer of the Executive Branch in a manner not authorized by the Constitution."



President's Choice — II

Again in May, as he did in April, President Johnson chose a picture by Paul Conklin, Peace Corps writer-photographer, to be the monthly "President's Choice" photo best portraying problems of America and efforts to meet them. This photo shows Volunteer Gail Marie Engels (Queens, N.Y.) with Indian pupils she teaches in a squatter community in Chancay, Peru.

An Incident in Peru

Reports that four Peace Corps Volunteer teachers were expelled from a Peruvian university were clarified recently by the Peace Corps.

Peace Corps staff members in Lima said that on May 28 a group of students at the National Engineering University in Lima voted to oust Volunteers teaching in the faculty of mechanical engineering. The action derived from student protest to United States policy in the Dominican Republic, it was reported.

The student petition requesting removal of the Volunteers thanked them for their "valuable services," but said that "the Peace Corps is a dependency of the Department of State."

Two Volunteers, Robert Brannon (Torrance, Calif.) and Neal Dressel (Glasgow, Mont.), left their jobs, but a third, Richard Males (New York City), remained at the faculty of mechanical engineering. The fourth Volunteer at the university, Harry

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Deane Wylie, editor; John English, assistant editor; Susan Murray, editorial assistant; Paul Reed, art director.

ON THE COVER—Guatemalan women do laundry at community well in provincial town.—Photo by Ann Anderson. An 18-page section on the Peace Corps in Central America begins on page 11. THE VOLUNTEER presents an expanded double issue for June-July, and will return to regular monthly publication in August with a feature on Volunteers in French-speaking West Africa.

Stein (Elizabeth, N.J.), continued his assignment at the faculty of physical sciences.

Press reaction in Lima and reaction at the university appeared to be overwhelmingly against the attempted expulsion. Six of eight university deans presented formal protests to the action, and it seemed that the two Volunteers, Brannon and Dressel, would be invited back.

The incident brought requests from four other Peruvian universities for Volunteers to teach engineering. Students and faculty of National Engineering University issued statements in favor of the Peace Corps.

A total of 35 Volunteers are teaching in 9 other Peruvian universities. At the end of June there were 379 Volunteers in Peru, working in community action, education, and health projects.

Peace Corps in Pictures

A book of Peace Corps photographs has been published by a New York firm.

Entitled *The Peace Corps: A Pictorial History*, the volume contains 325 pictures, most of them taken by Peace Corps photographer Paul Conklin. Covering 176 pages, the book was edited by Aaron J. Ezickson, a former feature-page picture editor for the Associated Press, who selected photographs from the more than 10,000 in the Peace Corps files.

There is a foreword by Peace Corps Director Sargent Shriver. Represented are Peace Corps activities in 28 countries where Volunteers are serving. The book is published by Hill and Wang, Inc., 141 Fifth Ave., New York, N.Y. Price is $6.95.

Volunteers Publish Magazine

Peace Corps Volunteers in the Eastern Region of Nigeria are publishing a magazine entitled *Patterns*, a publication created to aid Volunteers teaching English as a second language. The magazine stresses practical tips that can lead directly to the preparation and presentation of more effective classes.

Patterns was designed to offer practical instruction in a brief and handy form, in response to Volunteer English teachers who had indicated they felt most available periodicals presented too much theory.

Philip Dacey (St. Louis, Mo.) was named editor and Gene Ulansky (Yonkers, N.Y.) serves as assistant editor.

Peace Corps Director Sargent Shriver is flanked by Victor and Walter Reuther of the United Auto Workers as they sign the Peace Corps' first cost-sharing agreement with a private organization. U.A.W. is financing 30 per cent of a Peace Corps program to train Guineans in automobile repair and maintenance.

Circulation was originally limited to Volunteers in the Eastern Region, but has since spread to other regions of the country and other African countries. The magazine is produced on a hand-operated press by a local printer in Ikot Ekpene, a small town in the Eastern Region.

Typical articles have covered methods of controlling the compositions of students in lower forms, tips on how to use substitution tables, and ways of using a simple object like a matchbox in teaching certain verbs and prepositions.

Volunteers interested in obtaining *Patterns* or contributing articles should write to Warren Ziegler, Regional Director, U.S. Peace Corps, Box 630, Enugu, Eastern Nigeria.

Society Offers Membership

The Society for International Development, an international organization concerned with economic and social development, is offering a student membership rate of $3 per year to Peace Corps Volunteers.

Members receive a quarterly professional journal, monthly newsletter, worldwide directory of nearly 4000 of the society's associates, and a report of the proceedings of the society's annual conference. Volunteers are eligible to join affiliated local chapters in their host country and to request technical advice from the society.

Membership applications and correspondence should be addressed to Andrew E. Rice, Executive Secretary, Society for International Development, 1346 Connecticut Ave. N.W., Washington, D.C. 20036.

Baggage Now Airborne

Volunteers will no longer have to wait weeks and months for unaccompanied baggage to arrive overseas. Beginning this summer, all Volunteer baggage will be shipped by air—usually on the plane that transports the Volunteer.

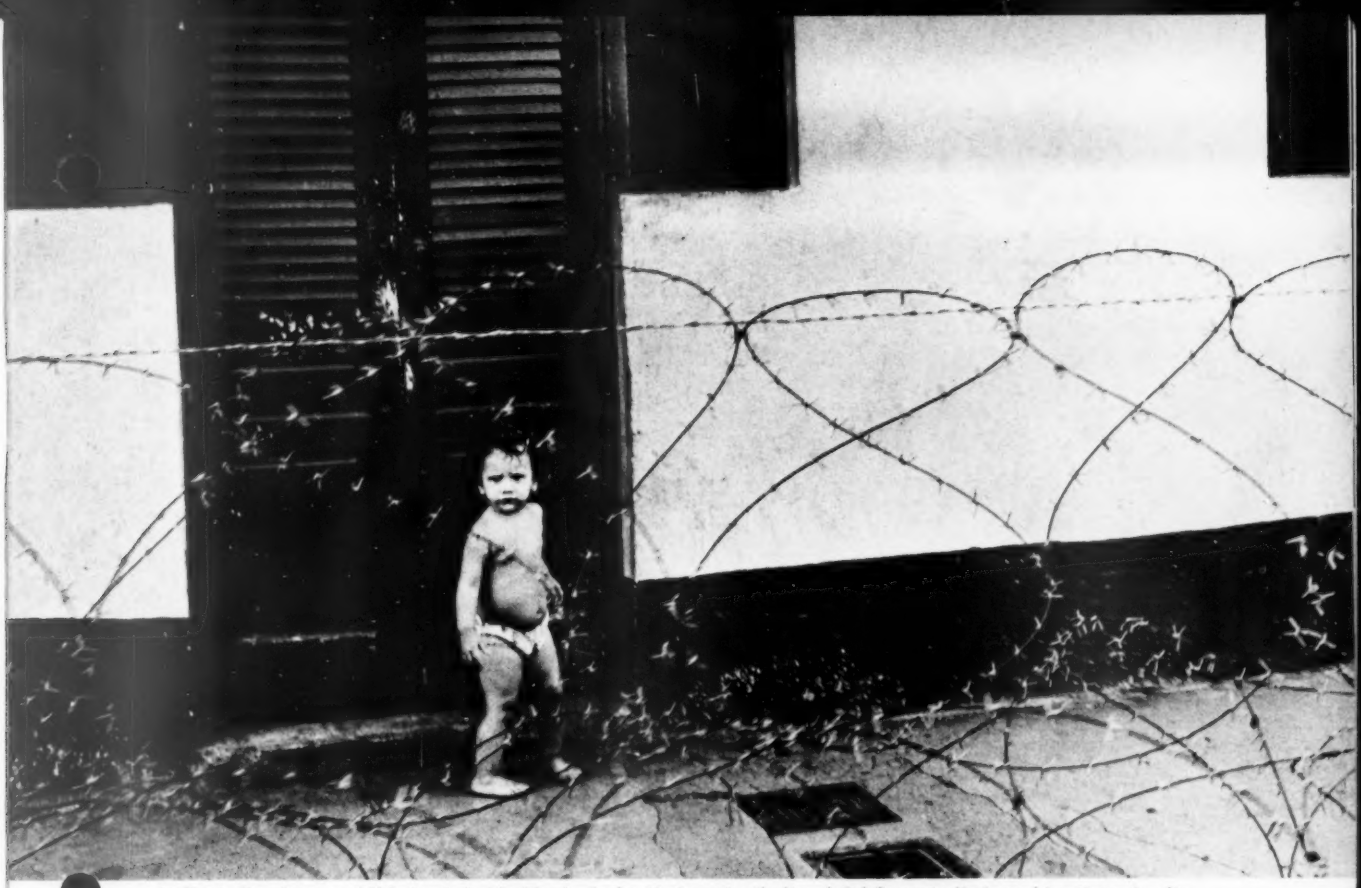
This good news, which should remove one of the most common of Volunteer complaints, comes with a slight curve: The total weight allowance has been dropped by 90 pounds. Before, Volunteers could ship 150 pounds by ocean freight and 40 by air; the new procedures allow a flat 100 pounds by air.

Accompanied-baggage allowance remains the same: 44 pounds, the standard allowance for all overseas jet-coach travellers.

In making the changes, the Travel Branch of the Division of Volunteer Support said it had queried Volunteers and staff members around the world and had concluded that the reduction in weight allowance (because of the greater cost of air cargo) would still allow Volunteers to ship their essentials abroad and to receive their baggage when and where they needed it.

In the past, it has not been uncommon for Volunteers to wait for periods as long as six months for steamship freight to arrive, particularly in the Far East and Southeast Asia.

Weight allowance and handling of homebound shipments remain unchanged: returning Volunteers may ship up to 250 pounds by ocean freight and 50 pounds by air freight to their homes in the U.S.



In Santo Domingo, a child stands behind barbed wire that marks limits of O.A.S.-controlled corridor through city.

Volunteers Stay On In Santo Domingo

'Cuerpo de Paz' In a Troubled Land

A visitor approaching the Dominican Republic by airplane can see few signs of distress. The island of Hispaniola, which the country shares with Haiti, looks a normal tropical green.

But warships offshore are an ominous sign, and on landing at Santo Domingo's Punta Caucedo airport, the newcomer finds the usual placidity of a small Caribbean nation replaced by an uncertain tension. Troops carrying carbines are posted around the terminal building; inside, arriving passengers are inspected twice: once by immigration officials, and once by junta officers.

Outside the terminal, there is the usual clutch of shoeshine boys and baggage-carriers competing for business, which has been bad lately; tourists are not coming to the Dominican Republic these days.

The price of a ride into town, 16 miles from the airport, is steep: $10 by **publico**, and few vehicles are available. The route into Santo Domingo crosses the Duarte Bridge over the Ozama River, and it is here that the scars of battle are first apparent. Few buildings from the bridge on into the heart of the city, through the narrow corridor controlled by the combined forces of the Organization of American States, are free from shell and bullet holes, and many are riddled and fire-blackened.

On Avenida Independencia, west of the Ciudad Nueva section of Santo Domingo that has become the sealed-off rebel stronghold, is a stucco house that has been converted into Peace Corps offices. There staff members look after the 85 Volunteers (as of June 30) working in community action and agriculture throughout the country.

During the fighting in Santo Domingo, the Peace Corps evacuated its headquarters to a safer area, away from the zone where snipers were active. Temporary headquarters were set up in a Catholic girls' high school on Avenida Bolivar, a block from the city zoo and well within the international security zone established by American troops and now patrolled by O.A.S. teams.

From the Colegio Santo Domingo, abandoned by its American nuns at the outset of the revolution, the Peace Corps staff and Volunteers who had been assigned in Santo Domingo operated a small-scale relief operation that stood them well with those Dominicans who viewed with distrust the U.S. military intervention in the country. Volunteer nurses, whose story is now well known [THE VOLUNTEER, May, 1965], worked ceaselessly in hospitals where wounded crowded the halls, and supplies, power, and water were lacking; other Volunteers worked as ambulance drivers, food distributors, and hospital orderlies.

The 34 Volunteers who had been working in Santo Domingo saw projects they had nurtured through nearly two years swept away in a few days of violence. Co-workers disappeared, many never to be heard from again; schools closed and Government agencies folded, their personnel scattered.

The Volunteers who had been working in and around Santo Domingo were given the option of terminating their service a few weeks early, since their jobs had evaporated. But 15 of the group chose to remain until their normal completion date—the end of July.

One who chose to stick it out was Pete Corry, from Mt. Sinai, New York. As things quieted down in early June, Pete was back at his barrio, which had undergone the worst of the strafing by junta planes during the fighting.

Sitting in a rocking chair in front of his house, surrounded by Dominican

At temporary Peace Corps offices in Colegio Santo Domingo, below, secretary Denora Redondo finds a letter for Volunteer Travis Ward (La Jolla, Calif.). Mail arrived rarely during weeks after fighting broke out. Right: Neighborhood children stand in doorway of Ward's house in a northeastern barrio of Santo Domingo close to the Ozama River.

neighbors, Corry described his situation.

"My role in the immediate future will be to stand around and take the gaff—there isn't much else to do."

In front of Corry's house stretch coils of barbed wire, marking the limits of the no-man's-zone south of the Duarte Bridge and the beginning of rebel territory. At both ends of his street are sandbagged O.A.S. outposts. On top of a nearby four-story building is a machine-gun emplacement manned by O.A.S. troops. Burned-out hulks of automobiles litter the streets, and the residue of battle is all around.

In mid-June, only one Volunteer was actually stationed in the rebel sector—Robert Gutowski, of Buffalo, N.Y. His house was not far from Corry's, but to meet, the two Volunteers had to walk seven blocks west to a checkpoint where troops examined crossers—all other openings in the menacing length of barbed wire had been closed.

Volunteers and staff members still may pass freely between rebel and junta sectors, and are regarded as friends by both sides. The blue-and-white Peace Corps identification card, bearing the words **"Cuerpo de Paz,"** is usually greeted with smiles and a wave-through.

At the outbreak of the fighting in late April, more than 70 Volunteers in addition to those in Santo Domingo were

Volunteers Roma and Luther Elmore (Bremerton, Wash.) live in Padre Las Casas, 110 miles west of Santo Domingo. Both 70, they have been married 47 years; he was an Army line sergeant in France in World War I, and later a postal supervisor for 22 years.

By Vounteer Pete Corry's house in Santo Domingo, a girl avoids seven-block detour by prohibited crossing of wire separating sectors.

Roadside conference between **desarrollo** officers and Allan Randall, Associate Peace Corps Representative (second from right), takes place in Bani, 40 miles west of Santo Domingo. Looking on at left is Volunteer Harold Case (Santa Maria, Calif.)

working in communities around the country. Most knew little of what was happening in the capital. The few who had radios listened to Voice of America newscasts, and learned that Americans were being evacuated. The Peace Corps staff in Santo Domingo sent telegrams to all Volunteers advising them to stay in their areas and keep alert. Many Volunteers never received the telegrams, but few reacted otherwise. Most waited to see if the strife would spread to the countryside.

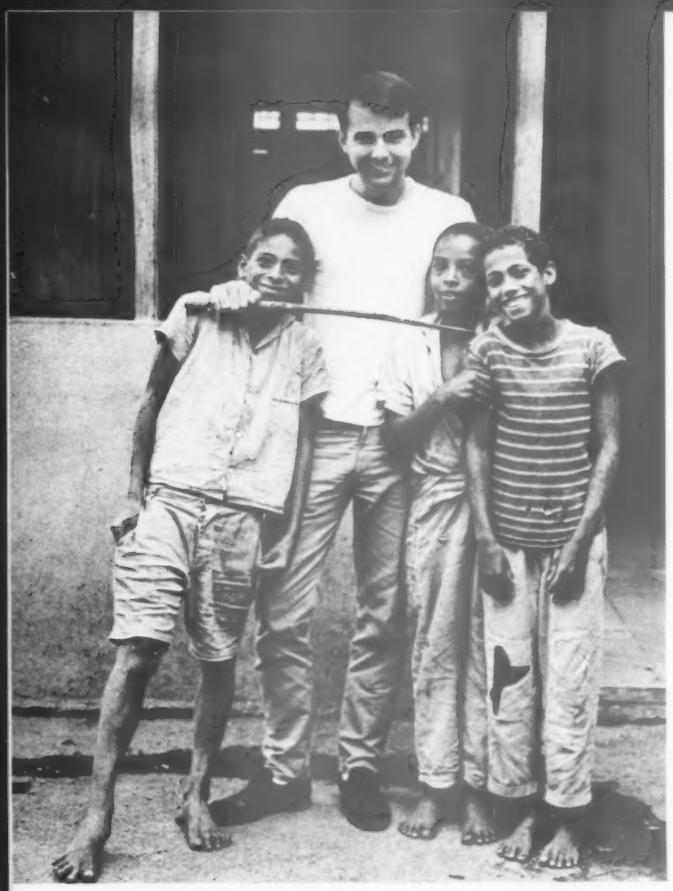
The majority of Volunteers said afterwards they felt no hostility directed toward them, and none were asked to leave their posts.

A new group of 24 community-development Volunteers went to the Dominican Republic at the end of May, after it became apparent that the Peace Corps was still welcome in the country. At one point, a group of **desarrollo promotores** (local community-development agents) voted 40-0 to continue their relationship with the Peace Corps workers.

Now in training at Baylor University in Waco, Texas, and at Peace Corps camps in Puerto Rico are 82 prospective Volunteers, preparing for urban- and rural-community-action assignments and nursing posts. They are scheduled to go to the Dominican Republic in October.

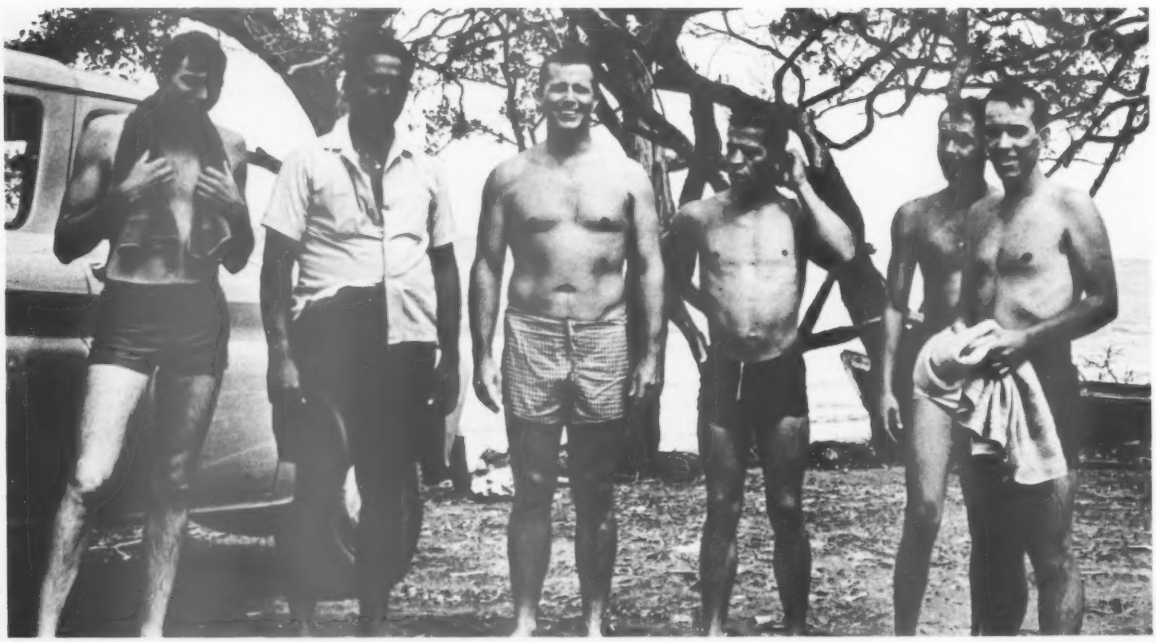
Volunteer Kay Deming (Shreveport, La.) walks with neighbors after being welcomed back to Santo Domingo barrio following absence during strife. In country since 1963, she and 14 other Volunteers chose to stay on after group's early termination.

Standing in doorway of barrio home is Kirby Jones (Westport, Conn.) **"El Aljibe"** (the reservoir) sign marks the recreation center that he organized with Kay Deming, who lives nearby.



Harold ("Casey") Case stands with three homeless boys who live with him in town of San José de Ocoa, 68 miles west of Santo Domingo. Case works in mountainside hamlets nearby.

New Volunteer Art Johnson (Indian River City, Fla.) arrived in May, spent several weeks with provincial family before permanent assignment. Coffee was passed when visitors arrived.



After a sea dip near Azua, Volunteers Bob Park (Red Bank, N.J.), left, Tom Bobal (Hopelawn, N.J.), right, and staff member Randall (third from left) pose with **desarrollo** friends. Second from left is Manuel Deño, in charge of Azua **desarrollo** district and a cousin of Col. Francisco Caamaño Deñó, rebel leader. Park came to Dominican Republic in May, Bobal arrived in 1964.

The Smithsonian: An 'Octopod' With Many Interests

Institution Officer Lists Ways Volunteers Can Assist Organization's Research

By William W. Warner

In the public view, the word Smithsonian equates with museum. And the word museum comes from the Greek *mouseion,* or a place to muse, ponder, and contemplate.

But the fact is the Smithsonian Institution is more than the sum total of its various museums:

- It is an Astrophysical Observatory, with 13 tracking stations around the world responsible for extracting and disseminating all the scientific or non-military data from every satellite or scrap of hardware the United States has thrown into outer space.
- It is an Oceanographic Sorting Center in the Washington Navy Yard, which answers the basic question of "what is it?" posed by the thousands of new marine organisims coming in from our Indian Ocean and other oceanographic expeditions.
- It is the world's foremost study center for early clocks and horological instruments.
- It is a place where you can find "The Tomb in Which Andrew Jackson Refused to Be Buried."

Or, if you prefer to think in bureaucratic terms, it is an octopod government agency embracing most of the sciences and humanities in bureaus ranging from the National Air and Space Museum to the proposed John F. Kennedy Center for the Performing Arts.

But more than anything else, the Smithsonian is a research organization dedicated to putting the natural world, or the world of living things, into proper order and the cultural world, or the world of man's making, into proper historical perspective.

It is in this research function that Peace Corps Volunteers can help. As the most widely dispersed group of educated Americans living in places remote from the U.S., they represent to the Smithsonian potential collectors and observers of the first order.

We need help from Volunteers because there are far too many gaps in our understanding of the natural and cultural worlds, as I have called them. And there aren't nearly enough trained people trying to fill these gaps.

Let's take a single example, in the field of tropical biology. Many Volunteers are aware that Latin American statesmen—and, unfortunately, most of our own foreign-aid planners—consider the vast tropical rain forests of the Americas as a future land bank for the hemisphere's exploding millions. They equate "lush" tropical areas with agricultural potential and they plan colonization projects accordingly.

Some Volunteers, in fact, may be working on just such a colonization project. I wish them well and hope it works out. But they should bear in mind that our worldwide basic research effort in tropical biology is insufficient to guarantee that it will. We simply do not know enough about the overwhelming array of living things in tropical forests—in the air, on the ground, or under the ground—to say anything different. The insect population alone of the tropical world is perhaps only one-half known. What about the other half, unknown and undescribed? Does it harbor disease carriers for man and his corps? There are more than enough abandoned colonization schemes to suggest the answer is yes. And we can ask the same question, with somewhat less urgency, about other groups of organisms: the plants, fishes, small mammals, and so on through the living world of the tropics.

We would welcome the spare-time help of Volunteers, therefore, in gathering together the unknown and in observing the known more closely. They can help tackle the urgent problems mentioned above or, if their interests incline more to the social sciences, they can help piece together the world of man's past, for the better understanding of his future.

Look over the needs of the Smithsonian, as listed below. If some of them seem remote or a world apart from normal tasks, remember that basic research, or the pursuit of knowledge for its own sake, often translates into new technologies and new discoveries in the applied sciences. Today the dividing line is disappearing. We have finally come to appreciate the relationship as it was defined with great foresight by Joseph Henry, first Secretary of the Smithsonian, in 1852:

"Nothing in the whole system of nature is isolated or unimportant. The fall of a leaf and the motion of a

The Smithsonian's new Museum of History and Technology opened in January, 1964, with exhibits featuring transportation, science, industry, and American design.

planet are governed by the same laws . . . It is in the study of objects, considered trivial and unworthy of notice by the casual observer, that genius finds the most important and interesting phenomena."

Museum of Natural History

The Smithsonian Institution's Museum of Natural History is the world's foremost research center for systematic biology, or the identification of organisms and the study of their relationships to each other. Over 50 million specimens for the study of anthropology, botany, entomology, mineral sciences, paleontology, and zoology are maintained in the Museum's collections. Address departments below at Smithsonian Institution, Washington, D. C. 20560.

Birds: Specimens, as well as distributional and life history information about birds in all areas, are needed by the Division of Birds. Manuals for some areas are available. Write Dr. P. Humphrey, Chairman, Division of Birds.

Botany: The U.S. National Herbarium, which is part of the Smithsonian Institution, is interested in adding to its collections of dried plant specimens and wood samples. Write Dr. William L. Stern, Chairman, Department of Botany, stating background in botany and previous collecting experience (if any), country and specific region in which working. Simple equipment and instructions are available.

Insects: Insects, which constitute three-fourths of all living animals, are the least-known part of the animal kingdom. There is therefore a need for specimens from all Peace Corps countries. Volunteers in remote areas, where the natural environment is least disturbed, can make the most-needed contribution; but help from everywhere will be welcome. Simple equipment and instructions are available. Write to Dr. J. F. Gates Clarke, Department of Entomology.

Mammals: There is need for greater knowledge of the small mammals of Africa, Latin America, and the Middle East. Traps and manuals on the preparation of skins and skulls are available. Volunteers in Latin America write to Dr. Charles O. Handley; those in Africa and the Middle East, to Dr. Henry W. Setzer, both at the Department of Zoology.

Mineralogy: The Smithsonian's mineralogists have specialized collecting needs in nearly every Peace Corps country. Volunteers with geology or mining engineering training should write to Dr. George Switzer, Chairman, Department of Mineral Sciences, giving their geographical location so that the department staff can specify mineral needs. Those who have already started collections are encouraged to describe them in a letter.

David F. Long (Garden City, Mo.), who was a Volunteer in Turkey, is now a design specialist with the Smithsonian.

Paleontology: The Smithsonian needs to build up its fossil collections with specimens of all types from all African, Latin American, and Near East-South Asian countries. Write to Dr. G. A. Cooper, Chairman, Department of Paleobiology. No special training is required; manuals and instruction can be provided.

Museum of History and Technology

The Smithsonian Institution's Museum of History and Technology is a center for the historical study of all aspects of the man-made environment, ranging from ancient production techniques and native arts and crafts to the most highly developed sciences and technologies. Thus, descriptions of manufacturing or craft processes and sketches or photographs of tools and products are, in many cases, as valuable to the Museum as are the items themselves.

Ceramics and Glass: Both contemporary and historical objects of native pottery are of interest, particularly if they have significant local characteristics or appear to be unusual for some technical or artistic reason. Volunteers finding ceramic or glass objects which answer this description should communicate with Paul V. Gardner, Division of Ceramics and Glass, giving pertinent information and a photograph or sketch.

Manufactures: The Division of Manufactures is interested both in primitive steel-making methods (types of forges, use of foot-operated bellows) and in native iron products. Volunteers encountering such material should send photographs or sketches to P. W. Bishop, Chairman, Department of Arts and Manufacturers.

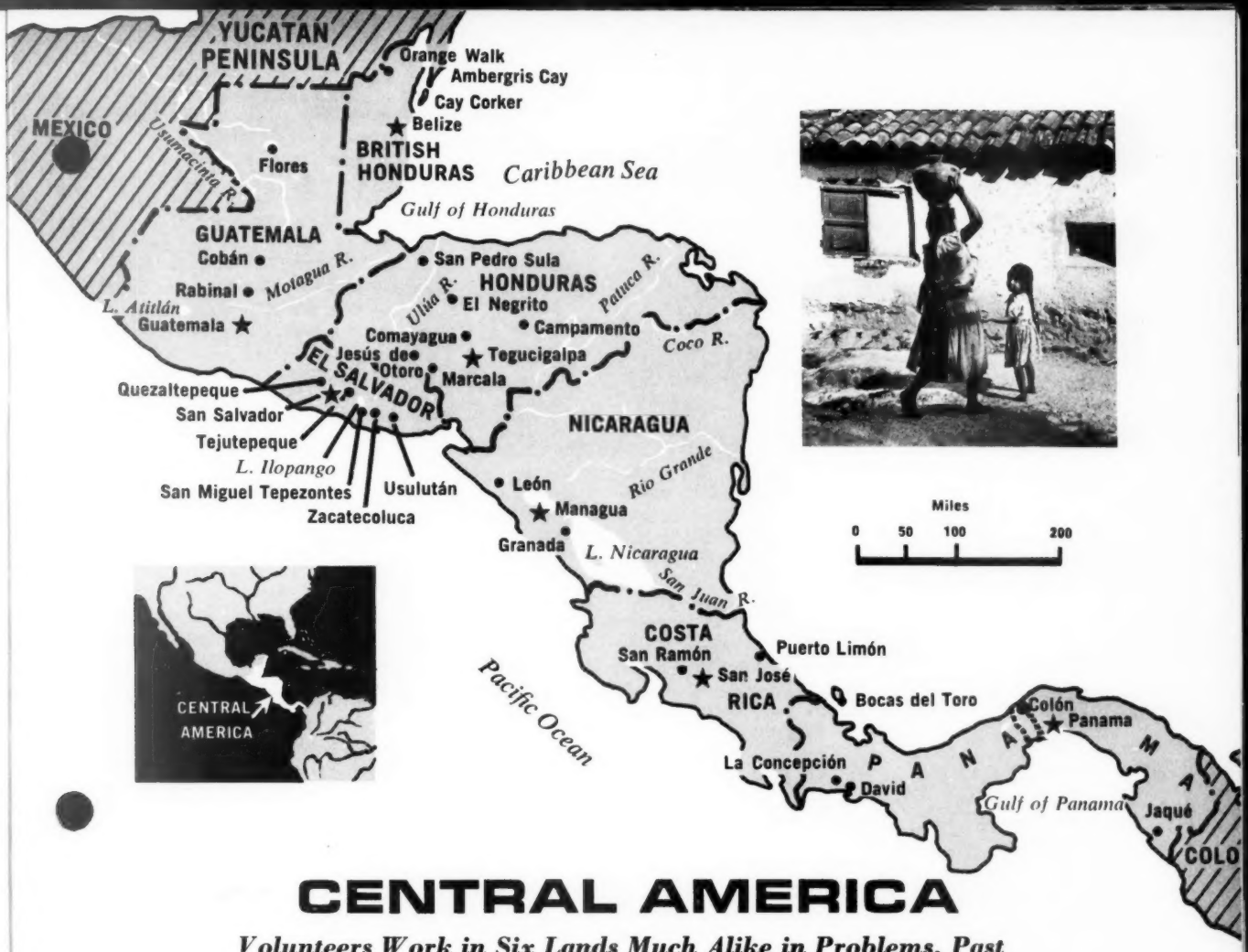
Media of Exchange: Not enough is known about surviving uses of primitive media of exchange—such money substitutes as cowrie shells, Katanga moss, dye stuffs—in Africa. Training in anthropology or economics would be helpful. Write to Dr. Vladimir Clain-Stefanelli, Division of Numismatics.

Textiles: The Museum's Textile Division is primarily interested in the techniques and processes of traditional native textile crafts. Descriptions and photographs, or sketches of native spinning, weaving, embroidery, and dyeing, and of the implements used should be sent to Mrs. Grace R. Cooper, Division of Textiles.

Astrophysics

The Smithsonian Astrophysical Observatory, an international center for the study of meteorites, interplanetary dust, and the wide range of phenomena related to space, would appreciate the help of Volunteers in collecting and forwarding information about bright meteors or freshly fallen meteorites throughout the world. No special training is necessary. Instructions can be obtained from Smithsonian Astrophysical Observatory, 60 Garden St., Cambridge, Mass. 02138.

William W. Warner, special assistant to the secretary for international affairs of the Smithsonian Institution, is a former Peace Corps staff member. He came to the Peace Corps in April, 1961, as a program co-ordinator and later became Executive Secretary, a post he held until 1963. He has served abroad as an English teacher in Chile, a U.S. Embassy officer in Guatemala and Costa Rica, and before coming to the Peace Corps was chief of the U.S. Information Agency's Book Development Program.



CENTRAL AMERICA

Volunteers Work in Six Lands Much Alike in Problems, Past

More than 550 Peace Corps Volunteers are serving in Central America—an area one-fourth again as large as California with a seven-country population of almost 12.7 million.

Volunteers are working in community development, co-operatives, agriculture, and education in six of those seven countries on the narrow strip of land connecting North and South America that comprises British Honduras, Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica, and Panama; only Nicaragua has no Peace Corps contingent.

The largest program, with 132 Volunteers, operates in Panama, which has a population of about 1.1 million; the smallest program, with 45 Volunteers, is in the colony of British Honduras, with a population of 96,000. As of May 31, there were 116 Volunteers in Guatemala, 75 in El Salvador, 107 in Honduras, and 87 in Costa Rica.

The countries of Central America have many similarities. First, there is great reliance on three basic crops: bananas, coffee, and cotton, which together account for 80 per cent of the region's export earnings. They have a similar standard of living: average per capita income is $275 a year. They share, in varying degrees, a tradition of domination by foreign interests or by a landed aristocracy and a history of political instability, excepting British Honduras. Honduras alone has undergone 130 changes of government in 143 years of independence. Guatemala, El Salvador, and Honduras each have had a military *coup d'etat* in the past four years.

Common Money Planned

The Central American states, excepting British Honduras, are forming a regional common market aimed at eliminating internal tariffs while increasing industrialization and improving agricultural production. A common monetary unit is also planned. Progress has been made in lowering duties on goods produced within the Central American Common Market.

The countries vary considerably in racial composition and in literacy rates. Costa Ricans come largely from European stock while many Guatemalans are descendants of the ancient Mayan Indians. Negroes are the predominant race in British Honduras; *mestizos*—a blending of Spanish, Negro, and Indian strains—are common in El Salvador, Panama, and Honduras. Three countries have literacy rates above 80 per cent: Costa Rica, Panama, and British Honduras; the others are below the 50 per cent mark. The Central American countries share South America's high population growth rate, almost 3.5 per cent annually (U.S. growth rate in 1964 was 1.4 per cent).

At University of San Carlos, Marilyn Hinkes (Haworth, N.J.) and co-worker in veterinary medicine use microscope.

Mike Kavanaugh (San Francisco) teaches calculus to instructors at University of San Carlos, Guatemala City.

GUATEMALA

Intangibles Mean the Most

By Andres S. Hernandez

In Guatemala, diverse Peace Corps activities are all directed toward a common objective—the development of human resources. Although tangible results are easier to put into words than intangible ones, personal relationships developed by Volunteers are an essential part of their work and perhaps, in the long run, the most meaningful.

There are currently (as of May 31) 116 Volunteers in Guatemala with the majority working in agriculture and rural-community action. A group of 35 (due to terminate this month) has been working with the Servicio de Fomento de Economía Indígena (S.F.E.I.), a program designed to help integrate Guatemala's Indian population; 23 Volunteers assigned to Socio-Educativo Rural have been helping with rural-school programs; another 12 have been working for the Agricultural Extension Service, and a smaller group has been working with the Instituto Nacional de Transformacíon Agraria, an organization trying to resettle some of the Guatemalan population on the southern coast to exploit the potential economic promise of that area. The remainder of the Volunteers has been divided among several agencies in urban-development work.

In terms of geographical distribution, Volunteers are scattered throughout the country; they are located in almost every department—there are small concentrations in the Indian highlands in the Departments of Chimaltenango and Huehuetenango, and there is a sizable group on the southern coast.

The Volunteers working with S.F.E.I. and Agricultural Extension have introduced and stimulated the use of insecticides and better seed by the Guatemalan farmer, who tends to be individualistic and conservative in regard to his choice of crops and farming methods. Technologically, diversification of crops and increase of yield are probably his two most basic needs. Until the psychological attitude of the *campesino* toward his *milpa* (corn field) is changed, little progress can be achieved. The Volunteers have been trying to gain the confidence of the people, trying to make them more receptive to new ideas—often the most important contribution a Volunteer can make.

After long months of talking and demonstrating many have seen their ideas take hold. What follows are the success stories; needless to say, there are innumerable failures.

Loose associations and formal cooperatives have been established to try to improve agricultural techniques. *Bodegas* (warehouses) have been built to preserve crops for several additional months in order to overcome price fluctuations during the year. Tractors have been purchased and put into operation—greatly speeding up work and reducing costs.

In the area of animal husbandry, Volunteers have succeeded in improving methods of poultry and hog production. These projects have had a double benefit for the farmers: they have provided an additional source of income, and at the same time have tended to increase the level of protein consumption in the area.

In many of these projects, some sort of outside help was necessary. Fortunately, aid was forthcoming from such sources as the Guatemalan agricultural-credit association, A.I.D., the

Guatemala Peace Corps Director Andres Hernandez talks with Marcia Lang (right), Erie, Pa., and Priscilla Takano, only Volunteer in the Peace Corps from Guam.

Grange, and CARE; they supplied communities with the necessary funds and materials to complete projects. Contributions, sometimes in the form of loans, were made to well-organized projects in which the community had itself made a sizable contribution but had found itself stymied by a lack of funds. In education, there are now some 15 schools completed or under construction, in part owing to funds from the Peace Corps School-to-School Program or from individual towns and schools in the United States which were prompted by Volunteers. In all of these cases, financial aid was contingent upon the community's support and participation in the project.

Despite emphasis on the rural sections of Guatemala, there are 18 Volunteers working in Guatemala City. The majority are in community development—principally organizing or strengthening already existing local-action committees. In addition, two Volunteers have been teaching and administering psychological tests at the only school for retarded children in the country; one Volunteer has been helping organize a training course for laboratory technicians; and five Volunteers at the University of San Carlos have been working in biological sciences, agronomy, chemical engineering, and English.

Current plans are for a new group to arrive in September to work on the southern coast. It is hoped that they will be able to assist in revitalizing the Guatemalan Government's resettlement program by supplying sorely needed agricultural-technological aid as well as community-development skills.

Also under discussion for the coming year is a rural-school program to be initiated in conjunction with the Ministry of Education. It is hoped that skilled Volunteers will be placed in some of the rural schools to work alongside Guatemalan teachers.

An additional project which will warrant considerable attention in the near future is the attempt by a Volunteer couple to start a rabbit-production industry in the country. They began just two months ago with 56 purebred rabbits, donated from the United States; they now have more than 150, and the end is not in sight.

Volunteer Mary Hammond (South Pasadena, Calif.) teaches classes and does psychological testing in a school for retarded children in Guatemala City.

Lynda Sanderford (Winston-Salem, N.C.) teaches lab techniques to students at Roosevelt Hospital, Guatemala City.

Volunteer Jay Jackson (Eugene, Ore.) runs a recreation and home-improvement center in Guatemala City.

Guatemala, site of the Mayan empire during the first thousand years of the Christian era, gained independence from Spain in 1821 and became an independent republic in 1839. The size of Tennessee, Guatemala has a diverse topography that comprises the arid Oriente, the tropical jungle of El Petén (which occupies a third of the land area), and the Indian highlands, inhabited by descendants of the Mayan civilization. Because of highlands that rise to 8000 feet, the country has a temperate climate ("Guatemala" means "land of eternal spring"). Population is about four million, with some 10 per cent of that total in Guatemala City. The country derives the majority of its income from export of primary and raw materials, including coffee (which accounts for three-fourths of export earnings), bananas, and cotton.

Andres S. Hernandez became Peace Corps Director in Guatemala last fall; before that he held the Director's post in the Dominican Republic for two years. A native of Deming, N.M., he attended Bradley University in Peoria, Ill., the University of New Mexico, the University of Edinburgh, and Highlands University in Las Vegas, N.M. Hernandez also worked for six years as a colonization specialist and technical adviser to the Government of Guatemala. He is married and has one son.

Volunteer Secretary Olga Delgado (Saginaw, Mich.) helps Peace Corps staff members in Guatemala City headquarters. Before going abroad she trained eight weeks with other Volunteers, then spent four weeks at Peace Corps headquarters.

Peace Corps photos by Ann Anderson

"Twinkle, Twinkle, Little Star" gets a serious rendition by town band with an assist from Harris Tobias (Jerico, N.Y.) on flute.

A Profitable Waste of Time

By Ronald Venezia

The atmosphere for co-ops in Guatemala is rarefied. The Government contributes with a small but dedicated and competent staff that is seriously hampered by lack of material support. Procedure for chartering co-ops takes from three to six months. (A new law has been under discussion for three years.) In addition, during a previous regime, co-operatives were used for political purposes and thereby tainted with *"communismo."*

Add to this 35 Peace Corps Volunteers, ill-trained in "marginal efficiency" and then sent as co-operative "specialists," and the situation becomes explosive. Somehow a measure of success was attained, but at a terrific cost of time.

When we arrived, the co-operative movement in Guatemala had its focal point in the mountainous northwest Indian region and was spearheaded by the Maryknoll missionaries. In central Guatemala, a small number of Indian agricultural associations had been initiated by our host agency but were handicapped by the usual problems of untrained personnel and short-run ideas. There was a lack of farm machinery, and few agricultural supplies were available. In the northern part of Guatemala, co-operatives had not penetrated at all.

Kathy and Jim Madden (Davenport, Iowa) meet with Director Andres Hernandez at boys' club where the Maddens helped to build a carnival float.

Jay Jackson (third from right) helps local residents build a basketball court in a **colonia** of Guatemala City.

After two years, the steps in official processing have not changed substantially. There has been some progress: the Credit Union National of America (C.U.N.A.) now has a Central American mission and is slowly increasing the number of credit co-operatives. As for the Peace Corps, the so-called "co-operative specialists," our major effort has been to force the issue. We have accomplished the legalization of three associations and the creation of five new co-operatives with government charters, and in addition we have initiated the beginning of several new groups. In so doing, we have created the precedent of free publication of the statutes in the official paper, a paid-for requisite before that time.

We have induced the Government credit agency, heretofore represented largely on the coast, to enter other regions in force and have requested and received over $40,000 worth of co-operative loans, plus additional credit capital for individual farmers. These loans are now represented in the form of tractors, threshers, plows, disks, wagons, fertilizers, insecticides, seeds, and other farm equipment and supplies.

In conjunction with the Grange, we have introduced, through the co-operatives, purebred pigs and goats to improve local blood lines. We have expanded the function of the Agency for International Development to include more small rural-development projects as a supplement to its large-scale programs, and received from it small grants from a special-development fund for the building of warehouses (three are now finished, two are under construction), office machinery, and foot looms for weaving of native cloth.

We have shown that *"co-operativismo"* is not synonymous with *"communismo."* Indian blankets and pottery are now being sold in the United States, a result of Volunteers' efforts with craft co-operatives. In Cobán, animal feed will soon be made from local products and sold at a fraction of its former prohibitive price. In Rabinal a new building will soon house the ceramics students brought together into a co-operative by a Volunteer. We ourselves were caught up in the idea and formed our own credit co-operative—Co-op de Paz—voluntarily contributing $10 a month from our personal funds and using it for seed capital on small projects. And through it all, I guess we also had a lot of fun.

As for the future, co-operatives in Guatemala have a good chance to succeed if certain conditions are faced. Most important, one must realize that the development of co-ops is often discouraging and usually fruitless when the programs are imposed from the top, whereas approaching the problem at grass roots will bring quicker results. It means training Volunteers to be, in reality, co-operative specialists. It means taking advantage of the new C.U.N.A. program for credit co-operatives. It means creating regional federations which will in turn create a favorable political environment by which resources can be attained. It means, in effect, beginning the effort wholeheartedly with the conviction that co-operatives provide one of the stablest bases for community development.

"Wasting time profitably" was the theme of my service, because I know that if we had been better trained in co-operative organization and management, the job would have been smoother and what we accomplished would have been done in a shorter time.

Ronald Venezia (Spring Valley, N.Y.) attended Fairleigh Dickenson University, Teaneck, N.J., and Kent State University, Kent, Ohio, where he received a B.S. in marketing. He has been a Volunteer in Guatemala since September, 1963.

BRITISH HONDURAS

Small Colony Mixes Cultures

By Larry Rodick

British Honduras, stretching 170 miles from north to south, 68 miles from east to west, occupies an area slightly larger than the state of Massachusetts. The country was settled in the late 17th century by English log-cutters from Jamaica and today remains one of Her Majesty's colonies. In 1964, internal self-rule under a new constitution was granted by the British Government. With the exception of a low range of mountains in the southwest corner of the country, the terrain is flat, just above sea level. About nine-tenths of the colony's land area is covered by rich forests; the economy of British Honduras is dependent upon these forests for exports of cedar, mahogany, and pine. Farmland constitutes only about 600 square miles of the total land area; crops include bananas, citrus fruits, coconuts, maize, rice, and sugar cane. A small fishing industry exports lobsters and salted fish. Factories in the capital city of Belize, inhabited by almost a third of the colony's total populace of 96,000, produce cigarettes, edible oils, soap, and boats.

On the east coast of Central America, surrounded by Mexico, Guatemala, and the Caribbean Sea, this small British colony holds on to a distinctive culture. There are no less than five separate cultural groups speaking as many dialects in a country with a total population which would easily fit into Pasadena's Rose Bowl.

Just to walk through the streets of Belize City, the capital and main port of British Honduras, is a confusing linguistic experience. As I pass a group of people in the market, I hear an excited conversation in Creole English, a pidgin dialect resembling the rambling tongue of B'rer Rabbit. I'm just beginning to pick up a few words when on the next corner I catch the high-pitched spiel of a cutlery salesman pushing his wares in Spanish. I'm further amazed when a small Indian woman, dressed in the traditional garb of her people, asks the salesman a question in her native Mayan tongue. The peddler deftly shifts to Mayan to answer her query and complete the sale. Before the day is out, I'll usually hear the dialect of the Carib Indian, and possibly even some Eng-

lish, the official language of British Honduras.

Language is only one interesting feature here. For the first time, I have discovered a barber who cuts hair by appointment only, and if I don't show up for a scheduled trim, I pay anyway! Local nightclubs display signs reminiscent of the old American West: "Licensed to sell spirituous liquors on these premises."

In this melting pot of cultures, towns through the countryside are dubbed such names as Gallon Jug, Middlesex, Come-If-You-Can (the road to this hamlet is impassable during the rainy season), Hellgate, Bound-to-Shine, Double-Head-Cabbage, Young Girl, Church Yard, and Never Delay. And there are other towns that stir my curiosity as to how they got their names.

Into this setting, bringing another way of life to a land in which the exceptional is the rule, the first group of Peace Corps Volunteers arrived in early 1962, only a few months after Hurricane Hattie had made her destructive sweep. British Honduras II came in September, 1964, and a third group followed in January, 1965.

Now there are 45 Volunteers serving in British Honduras. Community development and education are the major fields of emphasis, but Volunteers are also working in co-operative development, public health, and agriculture.

Volunteers in community development are posted by the Social Development Department of the Government. They usually go into a number of small communities for one or two days each month, thus covering a large region rather than using a "total immersion" method in a single location.

There are no public schools in British Honduras except a teacher-training center and a technical institute; schools are run by religious denominations. Therefore, the Peace Corps must deal with each denomination and individual school to fill requests for teachers. The Volunteers in education serve both as classroom teachers in secondary schools and as "visiting teachers" who go to rural schools to help teachers improve their skills and to introduce new methods. Volunteers working as physical-education instructors often travel from school to school twice in a week.

British Honduras is one of the few Peace Corps countries small enough so that staff members can travel to any Volunteer working site within five hours—during the dry season, which lasts eight months of the year. Volunteers are located in both urban and rural sites, and are accessible by road, plane, foot, and even in two cases by sailboat. The latter mode of travel is necessary to reach three Volunteers who live on Ambergris Cay and Cay Corker, small Caribbean islands which belong to British Honduras.

Larry Rodick, 29, was named Associate Peace Corps Representative in British Honduras in February. He served two years, from 1962-64, as a Volunteer in the Dominican Republic, assigned to a forestry project. Prior to Peace Corps service, Rodick worked with the U.S. Forest Service as a fire-control officer. A native of Sherman Oaks, Calif., he was granted a B.S. in forestry from the University of California at Berkeley in 1958.

Chuck Preston (Seattle) working with bee co-operative in Orange Walk Town, British Honduras, makes a honeycomb foundation.

Visiting teacher Janet Driscol (Salt Lake City) works with one of her physical-education classes in Belize City.

A student sets the rhythm with his percussion instrument while Judith Gregory (Hebron, N.D.) directs a boys' choir in Belize City.

EL SALVADOR

'The Program is Growing Up'

By Joseph Keyerleber

The Government of El Salvador in recent years has shown increased concern for the plight of the masses. The Peace Corps has been asked to assist in several Government programs designed to aid neglected sectors of the population.

The Ministry of Agriculture in 1961 was the first agency to request Peace Corps Volunteers. To meet this request, 25 Volunteers arrived in El Salvador in May, 1962, to work in agriculture, 4-H clubs, and home economics. They were succeeded by a second group of Volunteers who are carrying on similar activities, and who will be replaced with a third group this fall.

The second request for Peace Corps Volunteers came from the Department of Fundamental Education of the Ministry of Education. The department carries out its program in two phases —with a national literacy campaign and by community-development brigades.

Each brigade, of which there are currently 19, consists of educators in the following areas: health, home economics, recreation, agriculture, and literacy. The brigade members live in rural communities and work with the villagers, encouraging self-help projects. Although the brigades have been publicized in the United States as a "Salvadorean Peace Corps," there are two important differences. The Salvadorean-brigade members are teachers, agronomists, and health workers who are earning salaries comparable to what they might make working for other Government agencies; they work not on a two-year volunteer basis but as regular Government employees. The brigade program, in broad outline, is similar to the Accion Comunal program in Colombia and the Institute of Rural Education in Chile, neither of which is usually thought of as a host-country "Peace Corps." It is, of course, similar to the Peace Corps in the sense that the Salvadoreans choose voluntarily to work for a program which sends them out to live in primitive areas where their job is to work directly with the *campesinos* and the townsmen.

Elsie Honkala (Washington, D. C.) presents each student in her health class with a gift from the El Salvador Red Cross—a box of first-aid equipment.

Twenty-one Volunteers have been working in the brigades since September of 1963. They were succeeded by a group of 30 this May.

The Peace Corps is also providing eight Volunteers to work with the Rural Mobile Health program of the Ministry of Public Health and Social Assistance and will expand this number in the near future. The Mobile Health Program, which is supported by the Alliance for Progress, consists of health teams composed of a doctor, a nurse, and a sanitarian. Each team travels to a different village each day of the week to work in the local health clinic set up and run by a town committee.

The Peace Corps Volunteers, all of them assigned as community developers, live and work in one of the towns on the circuit of the Mobile Health teams. Their job is to work not only on preventive health measures in the town but also to encourage and assist in self-help endeavors of any nature.

Within the past year the Peace Corps has begun to provide assistance to the University of El Salvador, which is engaged in an ambitious reform program. The University is restructuring its curriculum to give more emphasis to technical and scientific studies, greatly needed in El Salvador at this time, and is also engaged in the construction of new classroom buildings, laboratories, and student housing.

The Peace Corps has seven Volunteers teaching at the university in the fields of chemistry, mechanical engi-

El Salvador, during the days of Spanish conquest in Central America, was left largely undisturbed. In 1841, with a population of only several hundred thousand, the country declared independence from Guatemala. About the size of New Jersey, and the smallest republic on the continent, El Salvador is also the most densely populated, with a total of more than 2.8 million people. Three-fifths of the nation's land is in use either for pasture or for cultivation—the highest percentage in all of Latin America. Most of this is devoted to subsistence farming, with only an eighth given to the money-producing crops of coffee (of which El Salvador exports more than any other Latin American nation excepting Brazil and Colombia), cotton, sugar cane, sesame, and henequen (a fiber used for twine). During the 20th century, El Salvador has been noted for tranquility and economic progress—largely directed by the traditional aristocracy of coffee and cotton planters.

neering, biology, English, French, and German.

The Volunteers in El Salvador have met with a friendly reception from all levels of society. Though few in number (only 50 as of May 31) they are making an impact not only on isolated villages or individual classrooms, but also on the institutions with which they are working. It is perhaps in the area of institutional change and development that the Peace Corps will make its most significant contribution.

The Peace Corps program in El Salvador is growing up. We are at the stage where we need a larger number of Volunteers in order to make a lasting national impact. The president of El Salvador, Julio Adalberto Rivera, has stated on at least two occasions that he hopes the number of Peace Corps Volunteers in El Salvador will be doubled.

Joseph Keyerleber has been serving as Associate Peace Corps Representative in El Salvador since March, 1964. He is a native of Cleveland, Ohio, and a graduate of Notre Dame University, where he received a B.A. in English in 1961. He completed two years as a Peace Corps Volunteer in Chile where he taught classes in first-aid, health, carpentry, and mechanics with the Instituto de Educacion Rural in Los Alamos.

A 4-C Club member in Quezaltepeque, El Salvador, demonstrates stain removal. Volunteer Ann Roberts (Madison, Wis.) is adviser to the club.

Bill Gotsch (Parma, Idaho), in Usulután, El Salvador, inspects his neighbor's worm-infested cabbage patch, offering some advice on the use of insecticides.

Brigade for Tejutepeque

By Jennie Beary

To the extent that it is possible to evaluate success in the Peace Corps, the factors of getting along with your co-workers, establishing lasting friendships in the community, or completing a project of which you are especially proud must be taken into consideration. For me, success meant helping to build a structure through which the needs of a community may be resolved.

In 1963, four Salvadoreans and I moved into Tejutepeque, a village of 1500 people in a remote district of the country. We were one of the 17 community-development brigades of the Department of Fundamental Education sent to villages outside the mainstream of national development in El Salvador. Each brigade consists of three to five persons.

In Tejutepeque we met many minor crises in two years of work. Five workers left for various personal reasons and there were many policy changes affecting the internal structure of the brigades. But paper work which had hindered field work was eliminated, and greater flexibility in work areas was encouraged.

As we came to enjoy our work, villagers became more confident in us. Our primary objective was to interest town citizens in participating in self-help projects. We at first thought in terms of large village-wide projects with hundreds of people, large social get-togethers, street building, or park-beautification projects involving after-work hours volunteers. We soon became acquainted with two truths. First, in our town we were looked upon as an itinerant construction crew sent for a short time to construct a bandstand or plant flowers, and second, that there was no precedent in group efforts at community development. We discovered that it was necessary to awaken pride in individual achievement before commencing large group efforts. This was made possible through home improvement projects such as building a room divider or remaking a dirt floor, obtaining United Nations Food and Agricultural Organization loans, and a heifer goat project. Participation in ping pong, checkers, or soccer tournaments was enthusiastic.

In the area of health we organized a community clean-up week with the schools in town. Each school had a special task, and at the end of the week the brigade, working with the mayor, inaugurated a weekly garbage collection. Each member of our group taught in the local schools. We worked with the teachers in sports programs, the manual arts, and in personal hygiene. A woman's club and 4-H clubs were organized.

As our work with small groups increased we began to think in terms of some type of community-wide organization which would incorporate the dynamic elements of the smaller groups. We found that several directives had been formed in preparation for receiving Alliance for Progress aid. Also, each school had planned various fund-raising activities for the year. After many unsuccessful attempts to bring a majority of the town's leaders together, we had our first meeting, a surprise birthday party for our high-school principal. With one over-all directive it has been possible to set up a list of priorities in fund-raising activities. Today the committee is canceling the debt on the clinic land and receiving donations of five-acre tracts for the construction of a rural-agricultural school.

While it is not possible to list many completed projects on the part of our brigade, it is possible to say that through its activities a greater community spirit has been created, and that many families and small groups are demonstrating greater pride in themselves and their personal abilities. For each of the 22 Volunteers completing our work there will be one new Volunteer to carry on the program.

Jennie Beary (Fairfax, Va.) graduated from William and Mary College with a B.A. in 1963. Prior to coming to El Salvador as a Volunteer, she spent four summers working with mentally retarded children in playground activities.

"El Refugio," a summer camp directed by Volunteers and Salvadoreans, Volunteers Juan Rodriguez (New Britain, Conn.) and Nate Tracy (Stamford, Conn.) eat with campers.

Clean-up week in Tejutepeque, El Salvador, organized by a community-development brigade composed of four Salvadoreans and Volunteer Jennie Beary (story above), began with a parade.

Years Pass, Life Static

By Linda Festa

Linda Festa (Brooklyn, N.Y.) watches women fetch water from a pila near San Miguel Tepezontes where she and husband Angelo helped run a bread co-op.

San Miguel Tepezontes is about 30 miles from San Salvador, but it takes three hours to make the trip by bus. Along the way many stops are made to pick up people with their baskets of fruit, chickens, and turkeys.

The view of Lake Ilopango from the village gives the impression that we are situated on the edge of an old volcanic crater which has been flattened out. The surrounding terrain is steep and highly convoluted. Practically every inch is under cultivation. From the air the inexperienced eye sees a jungle, for in between and around the coffee plants are shade trees planted especially to protect the coffee from the strong sun. Coffee is the main crop. Beans, corn, and tropical fruit, the Salvadorean mainstays of life, also abound.

The town itself is typical of this small tropical republic—tile roofs, adobe construction, some thatched roofs, and some bamboo-and-mud construction. The streets are paved with rough stone. A few houses are painted pastel colors. Swine, dogs, chickens, ducks, and turkeys wander loose.

At 5 A.M. on go the radios at full volume as the men ready themselves to leave for the coffee plantations. There is little activity in the village during the day except for the children going to and from school, the passing of a few head of cattle, and an occasional truck or jeep bringing provisions and general supplies to the three or four stores. At 9 P.M. the men who were lingering on the street corners and in the doorways indulging in idle conversation are all at home, leaving the streets completely deserted.

When the coffee is being harvested (mid-November until January) practically every man and child is out of town picking coffee. Two or three buildings normally deserted all year open up as "coffee agencies." These agencies become alive with activity around 4 P.M. when the mules, horses, and donkeys, laden with full sacks of coffee, arrive to unload their burden. After dinner the trucks come, are loaded, and noisily lumber out of the village to transport the coffee to the huge processing plant in Zacatecoluca. The activity lasts for about two months. After the crop is picked the plants are trimmed and generally cleaned up. When this has been done there is little to do until it is time to plant the corn and bean crop, around March when the rain will start.

For a full day's work the *campesino* normally receives between a *colon* and a *colon* and a half (one *colon* is equal to 40 U.S. cents). However, during the coffee harvest an ambitious, hard-working man can earn as much as three *colons* in one day.

And so life moves on, year after year, the same daily routine, the status quo not changing greatly from what it was in the last century. A handful of people own almost all of the land, with the great majority of the *campesinos* working for the wealthy for the same amount of money earned for many years.

Linda Festa (Brooklyn, N.Y.) recently completed her Peace Corps service. She attended Brooklyn College, Michigan State, and Southern Illinois University, where she completed her undergraduate work. After additional work at San Francisco State College, she taught physical education in San Francisco junior-high schools.

HONDURAS

'Not Easy to Be Volunteer'

By Joseph Farrell

More than 100 Peace Corps Volunteers are working in community development, social work, nursing, and education in Honduras. Volunteers are located in all but two of the country's seventeen departments. This fall, the number of Volunteers here will rise to about 130.

The first group of 26 Volunteers arrived in Honduras in October, 1962, and served in the fields of nursing and social work.

Honduras II arrived in late 1963 and formed the country's first national effort in community development. Since the Government has no formal program of community development, these Volunteers work under the direct sponsorship of a *municipio* or are loosely federated with the national literacy organization, Acción Cultural Popular Hondureña, which conducts the radio schools. This program is implemented through daily radio courses in literacy for *campesinos* under regional co-ordinators and local monitors. The prime objective is to raise the present literacy rate above 53 per cent. In addition, the assembly of *campesinos* in literacy classes is often used to teach improved agricultural methods, sanitation, and first aid.

In theory this program can fulfill a great need for the country but has met with considerable frustration in practice due to lack of direction and financial limitations.

A recent and potentially most significant innovation in the Volunteer's efforts has been the introduction of the regional-center concept. This concept was predicated on the short-range objective of conducting regional conferences quarterly to permit exchanging ideas to promote the Volunteer's individual efforts and the support required of the staff. The long-range objective is to promote regional coordination among the departmental agencies, the public, and the private sectors to stimulate progress through their united co-operation plus increased communications between this sector of the nation's culture and the *campesino*.

The role of the Volunteers is to act as catalysts in this process by bringing together the leaders of agencies, institutions, and private enterprise at the regional level and arousing interest in the promise of a better life for all the Honduran citizens. This endeavor requires that the Volunteers in each region devote a portion of their time outside their site in scheduling, planning, and following-up regional meetings of influential Hondurans.

This concept has met with significant success in the southern (Choluteca) region. Similar efforts are being planned or considered in the other three established regions: San Pedro Sula, La Esperanza, and Comayagua. Smaller groups of Volunteers are working with this same theory in the capital city. One example is a project to establish a summer camp near Tegucigalpa for children between the ages of 6 and 12. This Volunteer project has progressed to the point of forming a *directiva* comprised of one member from each of the service and professional clubs in the city. The *directiva* will be responsible for formulating the detailed plans, finding a location, and promoting the budget. In each of these cases the Peace Corps forms only a single part of the complete organization. The ultimate objective, of course, is to work ourselves out of a job altogether.

It's not easy to be a Volunteer in Honduras. Support is limited; Volunteers working within institutions ex-

In La Venta, Honduras, Mary Denny (San Francisco) helps in assembly of bead necklaces for an industry she has started.

Honduras, discovered by Columbus on his last journey to the new world (and named by him—"Honduras" means "depths" in Spanish—after deep coastal waters), declared its independence in 1838, and has been troubled by revolution and war ever since. The country is controlled by the military, which overthrew the Liberal Government in 1963. Central America's second-largest country (about the size of Pennsylvania), Honduras has mountain chains that stretch from the southern river deltas to the narrow northern plain, thus hampering transportation and communication within the country; the only paved roads are found between the capital city, Tegucigalpa, and the Pan American Highway in the south, and in the area around the country's second-largest city, San Pedro Sula, located near the north coast. Honduras, with a population of about 2 million, relies principally on the export of bananas (which comprise 43 per cent of the exports) and coffee (15 per cent) for its income. Secondary resources include immense pine forests (relatively unexploited), gold and silver, cotton, sugar cane, cattle, and mahogany. The people are of Spanish and Indian extraction.

In Campamento, Honduras, Volunteer John Perkins (Middletown, Ohio) begins plowing for a demonstration vegetable garden.

perience nearly overpowering frustration. Understanding of community development in Honduras is essentially nonexistent, and Volunteers working in community development are striving to change values without coworkers and completely without structure. These are the factors that make the challenge demanding. It is a great tribute to Volunteers as individuals that they continue to try and have done much for the people of Honduras.

Joseph A. Farrell became Peace Corps Director in Honduras last February. Executive officer of the Polaris submarine Woodrow Wilson for the past two years, Farrell (Long Beach, Calif.) began his Navy career in 1948 when he entered the U.S. Naval Academy at Annapolis. He later attended the U.S. Naval Submarine School and the Advanced Nuclear Power School. He is married and has six children.

Assignment in Tegucigalpa

By Karen Johnson

It's Friday, early in the morning. I am on a crowded bus whizzing out of the city, heading for the suburbs and the weathered, old green building that houses the Hospital Neuropsiquiatrico de Tegucigalpa.

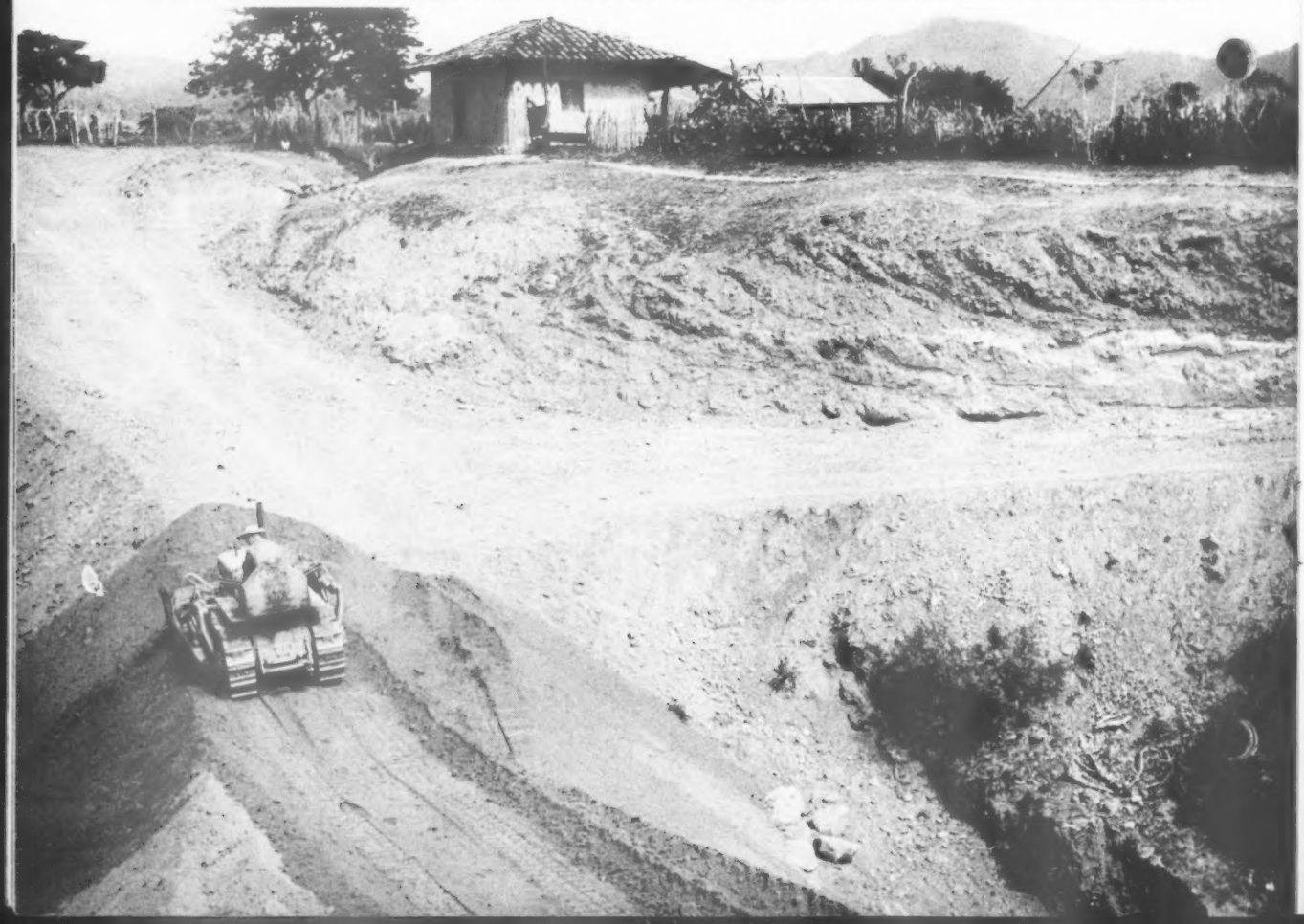
Many have arrived before me. It is an outpatient day. And people have been coming in all through the night to await consultation with the doctors. They have journeyed here from all parts of Honduras. There is no other public institution in the country to meet the needs of psychiatric patients. A line has formed outside the door. The small waiting room is packed.

In a short time the doctors—four psychiatrists—will arrive. There are five psychiatrists in Honduras; one is independent, and the others work part-time with the hospital. They come in the mornings for three hours. We also have the part-time services of a neurosurgeon and of two general practitioners. Another doctor, a general practitioner, works full-time.

When the doctors arrive, interviews will begin. Many people will be seen and given treatment for their problems. Some will have to arrange for a return appointment. With more than 1000 coming for outpatient services each month, staff time is limited.

I find my way through the crowd of patients into the office. My Honduran co-worker, a psychiatric social worker, is there already at work, seeing that prescriptions for treatment handed out by the doctors are facilitated. She will co-sign orders for medications, arrange return appointments, set up laboratory examinations, receive contributions of funds, and, in general, perform administrative details.

Driving grader, Art Jorgensen (Port Angeles, Wash.) finishes road to new **colegio** in El Negrito, Honduras, where he and wife live.



Ann Maurice (Westwood, Mass.) rides to an **aldea** (hamlet) near Jesús de Otoro, where she lives with husband.

While she and the doctors are thus occupied, my concern will be with inpatients. I slip into my work coat and head off towards the wards.

There are some 500 inpatients with the men slightly outnumbering the women. And there are five wards to house them—two for men and the others for women. Conditions leave much to be desired: wards are small and old, and ventilation and lighting are inadequate. Sanitation is a problem. Overcrowding is pressing. Hospital supplies and equipment are insufficient. There are fewer than 50 staff members. To serve inpatients and outpatients there are only two graduate nurses.

Recreation and the various forms of nonmedical therapy lie in the hands of my co-worker, myself, Volunteers Virginia Wilson (Evanston, Ill.) and Alan Meyer (Downey, Calif.), and students from the Honduranian School of Social Work who visit and help out in the work of the hospital.

Activities range from organizing dances and volleyball games to overseeing the functioning of embryonic community-therapy programs.

But much of our time is spent looking into and attempting to speed up plans for future improvements. We attempt to inform and interest the public in mental health and its problems. In this respect, the hospital recently sponsored the second annual nationwide Mental Health Week. Through radio, public lectures, and university seminars we tried to put the reality of the mental health problem before the public.

This week we completed an eight-week course in basic psychiatric nursing for hospital attendants. Such courses are to be continued at regular intervals.

Church organizations have shown an interest in improving conditions at the hospital. From such organizations we receive donations of supplies and medication as well as short-term volunteer staff.

A deserted tuberculosis sanitarium has come into the hospital's possession in recent months, and much thought is going into plans for its restoration and conversion into an annex for the existing facility.

But the real goal, the big goal, is just now coming into focus. It will be a new hospital—a hospital of sufficient size, equipment, and staff to meet present and future needs. To implement such a goal, it will be necessary to have a well-formed group of local directors, a carefully-designed hospital plan, and an ambitious fund drive. Yet we are convinced it will come to pass.

Volunteer Karen Johnson (Medford, Ore.) began work in the only mental hospital in Honduras in the fall of 1964. She received a B.S. in social science from Oregon State University in 1962, and an M.S. in social work from the University of California in Berkeley in 1964.

COSTA RICA

'No Worry About Saturation'

By Laurence P. Horan

The Peace Corps in Costa Rica mirrors the change which has occurred in many of the Peace Corps programs in Latin America during the past 18 months.

The first group of Peace Corps Volunteers, 26 strong, arrived in San José in late January, 1963. They had been trained at the University of Kansas and were all assigned as teachers of either science or English at *colegios* (high schools) throughout Costa Rica.

The second group of Volunteers, having trained at the University of Oklahoma, came in late September, 1963. Approximately one-third of this group was assigned to teaching in the *colegios* and the other two-thirds received assignments in rural-community development in outlying villages or urban-community development in cities such as San José, San Ramón, and Puerto Limón. To this group fell the task of carrying out the new (to them) and sometimes nebulous role of the community developer.

The arrival of two small groups of university Volunteers during the middle of 1964 and at the end of the year added both strength and a new dimension to the program. All these Volunteers have found positions in the University of Costa Rica teaching in the chemistry, English, mathematics, and physical-education departments and working in the library, office of scholarship information, and language laboratory.

Fifty-three Costa Rica III Volunteers arrived last Jan. 31. They were trained at the University of St. Louis, and about 80 per cent of the group has been assigned away from San José and the Meseta Central to work at community development in the towns and villages of rural Costa Rica. Teaching and working in and with the Ministry of Education are the assignments for the remaining 20 per cent of this new group.

Housing projects for slum clearance and relocation, as sponsored by the Costa Rican Government's Instituto Nacional de Vivienda y Urbanismo (I.N.V.U.), are volunteer sites for three Volunteer married couples. John and Linda Proctor (Concord, Calif.) of the Costa Rica II group illustrated

Costa Rica, which means "rich coast" in Spanish, is the only Central American country whose people are predominantly of Spanish descent. Discovered (and probably named) by Christopher Columbus in 1502, Costa Rica was a Spanish colony for 300 years. The republic, independent since 1821, adopted its present constitution in 1949. Costa Rica is 23,421 square miles in area, the second smallest of the Central American countries. Population is 1,338,000. The capital city, San José, with nearly 116,000 people, is the industrial and cultural center of the country. New industries include fiberglass products, aluminum, fertilizer, roofing, and cement. Dense hardwood forests of balsa, cedar, mahogany, and rosewood grow throughout the country, and lumber is becoming an important industry. The majority of Costa Rican workers, however, are farmers, most of whom own land—but the farms usually cover only a few acres and provide a poor living. Coffee (which makes up 55 per cent of export) and bananas are the most important crops.

the great potential of having Volunteers live in relocation developments such as these to help prevent them from simply becoming a more modern slum. Home economics, family care, and nutrition are taught by the wives, while the husbands work with the members of the community in an array of projects such as garbage disposal, sanitation, carpentry, and recreation.

For the Volunteer working in rural-community development in Costa Rica, the most difficult part of the job with which he has to cope is the lack of structure. In contrast to the teacher or person working with a government ministry or agency where a routine or job format is present, the rural-community-development Volunteer must make his own structure.

Although rural sites are visited and reviewed by the Peace Corps staff before the Volunteers arrive, and although each such town has formally requested a Volunteer and described the population, interests, problems, and aspirations of the community, the action which each Volunteer ultimately instigates or assists is usually a result of his own personal survey of the community. This community survey is usually the Volunteer's primary function during his first months in the community, but also continues during his entire stay. The approach to rural-community development lacks the structure that often helps the Volunteer through the crises of initial exposure to a foreign culture and subsequent engagement in it. Looking before he leaps into initial community projects is worth the Volunteer's time, and many a project undertaken immediately upon arrival is later modified or discarded on the basis of newly discovered information. The community survey serves only as a basis for action to follow, so involvement in community-action projects is the logical sequence.

The results that the first two groups of Peace Corps Volunteers have produced both in rural- and urban-community development and in the teaching reform throughout Costa Rica, have not only encouraged us to expand the program by increasing the number of Volunteers in the country, but to balance what is now largely a community-development program with the present companion teaching programs in the University of Costa Rica and the *colegios,* and in the future in the normal, vocational, and agricultural schools. The friendliness of the Costa Rican people and the spirit of co-operation which they have shown in working with the Volunteers convinces me that the Peace Corps need not worry at the present about a numerical ceiling or saturation point for the program in Costa Rica.

Laurence P. Horan was appointed Peace Corps Director in Costa Rica in August, 1964. Before joining the Peace Corps, Horan was a partner in the law firm of Farr, Horan, Wilsdon and Lloyd in Carmel, Calif., and for five years was Deputy District Attorney for Alameda County. A 1952 graduate of the University of California at Berkeley, he received his law degree in 1955. He is married and has four children.

What Now? Her Town Is Developed

By Anne Fitzgerald

As Donovan McClure correctly observed in the March issue of THE VOLUNTEER, a country with a stable government makes poor headlines. Following this vein you can imagine the lack of interest in a country that not only sports a democratic form of government, no Army, an 85 per cent literacy rate, but cannot even be termed "underdeveloped." Such is the case of Costa Rica. Yet, in spite of these depressing odds (every Volunteer secretly dreams of a jungle outpost) 50 Volunteers here (the second group leaves this month) struggle to "help others help themselves."

I suppose each community developer sees his or her problem as different and more difficult than the next, but upon my arrival in February I found an untypical Volunteer dilemma —the "sophisticated" town. Having

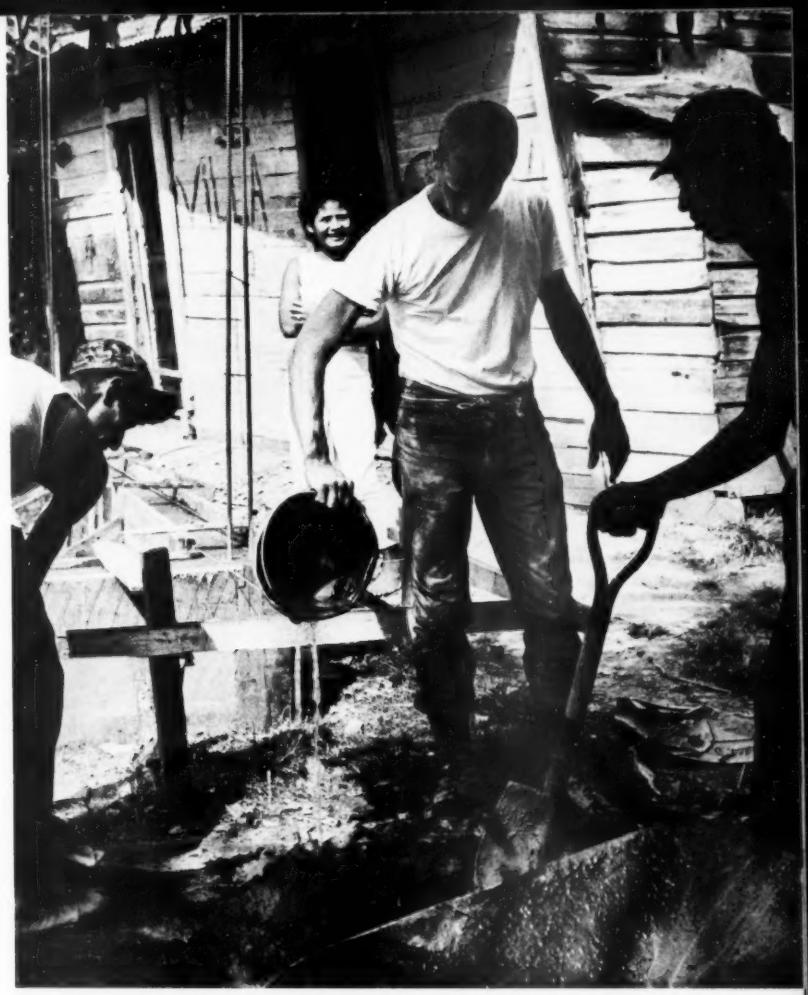
Kevin Marks (Maplewood, N.J.) helps direct **"los viejitos"** (little old men) in a dance

been trained for that jungle outpost I woke up in what I have termed (grossly misusing the word) a "sophisticated" town—one that already had a nutrition center, school *comedor* program, a health clinic complete with UNICEF refrigerator, Alianza Para El Progreso high school, CARE food program—all the projects that you imagined would occupy your two years of service.

How do you justify your assignment? Do you pack and go home? No, although at first that seems the most obvious solution. How do you convince a town that is Alianza Para El Progreso-saturated that there are ways other than waiting for U. S. aid to obtain what is needed or wanted for the community? "Anne, can't you get it for us?" has replaced the more conventional greeting, "Buenos diás," and the list reads from bridges to basketball courts to less desirous more humble *peticiones* for sewing machines or microscopes. Each time I attempt to explain the purpose of Peace Corps and its policy I am greeted with blank stares. And it is obvious that the American girl, the *gringa* whom they thought had supernatural powers, isn't really such a big deal after all. With each "no" the wheels stop and nothing more is done to obtain sewing machine or microscope.

How do you demonstrate that self-help is not only possible but much more rewarding than a gift? It's a challenge. Perhaps in the next 18 months I will find a solution.

Anne Fitzgerald (Old Greenwich, Conn.) was granted a degree in 1964 from Immaculata College, Immaculata, Pa. She has also attended the University of Madrid, Spain.



Doug Brown (El Topia, Wash.) works on the construction of new houses in La Concepción, Panama, in a Government-sponsored resettlement project.

in a dance for a program at his school.

PANAMA

Volunteers Do Many Jobs

The Peace Corps is serving in all eight provinces in Panama, in 168 communities that represent nearly half of the country's population.

Beginning operations in March, 1963, with 18 public-health Volunteers, the Peace Corps now has 132 Volunteers in Panama assigned to the Ministries of Agriculture, Agrarian Reform, Public Health, and Social Welfare.

Most of the Volunteers are engaged in community development and serve in self-help housing projects, school construction, bridge building, health, recreation, sports, and nutrition.

Other Volunteers are assigned to urban-community action programs in Panama City and Colón. Peace Corps instructors teach physics, history, English, and social welfare at the university level. Volunteers serve in a children's hospital, a psychiatric institution, and a center for delinquent boys.

In public health, Volunteers work in rural hospitals as pharmacists and as technicians in laboratories, operating rooms and X-ray facilities. In Darien province, an environmental-sanitation program is underway.

In a special project, a group of Panamanian students live and work with Volunteers for up to a month during summer vacation and help in

Peace Corps projects. It is anticipated these Panamanian volunteers will be the vanguard of the country's own voluntary-service program. Two summer camps, each accommodating 120 youngsters, have been established in co-operation with 20-30 Clubs, local service organizations.

A new group of Volunteers will begin training in August at the University of Arizona. They will institute a program with Indian groups that live on offshore islands and in isolated rural areas.

Panama, lying on trade routes between North and South America and the Atlantic and Pacific oceans, is one of the hemisphere's primary crossroads. An agrarian country occupying roughly the area of South Carolina, Panama's nearly 1.3 million people live two-thirds in rural areas, one-third in major cities of Panama and Colón. About 55 per cent of the population in the Spanish-speaking country earn a living in agriculture, stock raising, and fishing, while 38 per cent work in business, manufacturing, and public administration. Some seven per cent work for the U.S. Government agencies that operate the Panama Canal, located within a ten-mile-wide zone that bisects the isthmus. The canal is the country's biggest economic asset. In the wake of the riots of January, 1964, the U.S. proposed last December to negotiate a new treaty with Panama over the canal and also announced intent to build a new sea-level canal.

A Change In Jaqué

By Kathy Chapman

In 1965, Darien is nearly the same as it was when Balboa roamed there—jungle, rugged sea coast, and rivers. The largest province of Panama, it does not have a single road. The area is sparsely populated by people of Latin descent, primitive Choco Indians, and one Peace Corps Volunteer.

Eighteen hours from the capital city by boat and an hour away by sporadic and expensive air service, the village of Jaqué is the present home of Volunteer Wally Westwood (Houston, Tex.).

Today Jaqué has community spirit and self-help projects, and Wally has developed rapport with the villagers and neighboring Indians. On his arrival in December, 1963, Jaqué possessed a large, new Alliance-for-Progress school. The school couldn't be put to use, however, until it was entirely functional. At the time there wasn't sufficient pressure in the village aqueduct system to operate the sanitary facilities of the school.

This, thought Wally, was a natural first project, the community-developer's dream, and to make things even better the community asked his help to develop new facilities. Work was begun and went ahead with a great deal of community co-operation until the stage was reached where welding was necessary and the equipment was not available. Time elapsed and many people lost their initiative and incentive. Work stopped. However, Wally continued to request Panamanian Government assistance, and in August parts of a tower and a tank were sent to Jaqué. Two months later the tower was erected and a reservoir dug, and two months after that, connections between the new system and the main aqueduct were made, the completion of this work coinciding with the completion of the '64-'65 school year in January, 1965.

In slack periods when there was little for Wally to do, neither he nor the community were idle. The tremendous expense of importing building materials and the high cost of labor made house construction nearly impossible for most citizens of Jaqué, including Wally. A small housing co-operative was formed to eliminate the high cost of labor, and through combined ingenuity, house designs were drawn up that called for the importation of cement and zinc only. Walls and partitions were to be of local products.

Wally's house is large, cool, attractive, and practical, its main materials being five different types of cane found in the area. The floor is cement and the roof is zinc, designed in such a way that waste is minimal. There is a large living room and kitchen, two bedrooms, and even an inside bathroom, equipped with a flush toilet which cost 75 cents to make. It consists of a water trap at the bottom of a cement bowl and is an ingenious device.

At present, three houses are occupied, and work continues on a fourth. Five more families have formed a similar co-op and will be building soon. Thus nine families, who alone

Wally Westwood's home is one of four houses built by a co-op formed by Westwood and three Jaqué families (story above).

could not have afforded new homes, through co-operation and ingenuity have been given the opportunity for a new and better life.

The community was developing a sense of identity, and even in the embryonic stages it was active. The town's aqueduct system was faulty due to the loss of pressure caused by leakage where the tubing passed through salt-water swamps. The Panamanian Government agreed to supply 50 new tubes if the community furnished the labor. During three weekends the new tubes were carried 10 miles into the jungle, the old ones torn out and replaced with new material. The resulting higher pressure gave service to the community with the exception of Wally's neighborhood. Not willing to be left out now, Wally, with 25 neighbors, dug up an abandoned branch of the aqueduct, carried it two miles into the village, and connected it to the main aqueduct. The entire community was now serviced, and more important than that, the people saw the value of co-operation. Wally's neighbors had developed a sense of neighborhood pride, and the community residents began, on their own initiative, a clean-up project. The area was cleaned and various fruit and shade trees planted.

Wally has also been involved in work of a less inclusive nature. He taught English classes for a time, worked on a bridge project, and acted as an interpreter on medical missions to the Choco Indian areas. In the future he plans to work on a basketball court for the community and a shelter for the use of the women when they wash.

When he leaves at the end of July, Jaqué will not be the same—and that is good. Nothing was accomplished without a great deal of time—and talk—and effort. The first project was barely finished when the Volunteer was preparing to leave. At least one project ended in complete ruin, but successful ones taught the community what they could do by co-operative and concentrated effort.

Kathy Chapman and Wally Westwood have served as Volunteers in Panama since October, 1963. Miss Chapman, stationed in Panama City, received a B.A. in English from Nazareth College in Rochester, N.Y., her hometown. Westwood (Houston, Tex.) was granted a degree in history from Austin College, Sherman, Tex.

Ted Fitzpatrick (Newburgh, N.Y.), urban-community-development worker, conducts a swimming class for girls from Chorrillo, a slum area in Panama City.

Framework for a basketball standard near David, Panama, goes up under the supervision of Volunteer Dennis Bates (right), from San Francisco.

'The Town Woke Up'

By Tony Masso

Albeit rather unusual for Peace Corps service, tourism is my main concern in Bocas del Toro, a town on a beautiful tropical island off the Caribbean coast of Panama.

Along with Volunteer Neal Jacobs (North Adams, Mass.), we have begun a tourism-promotion project that is well underway. With nationwide publicity, a number of successful tours have already been conducted. Recently we formed a tourist co-operative that is now running its own tours, bringing in 70 to 80 people on each trip, and on its way toward being a financial success.

This activity began by inviting other Volunteers in Panama for a weekend on the island. (Actually, it was a little lonely on this isolated island, so we decided to have some company.) Many Volunteers turned up and enjoyed their stay. After realizing what potential the area had, we met with local businessmen, formed the co-op, and set up and ran tours. Since then, the Bocas Tourist Co-operative, with its Peace Corps advisers, has run two tourist weekends offering water skiing, lobster barbecues, and moonlight cruises around the isle-studded bay.

Aiding the town economically and raising the community spirit of the villagers are primary objectives of the program. The town's response has been incredible: the park was painted and relandscaped for the first time in 10 years; the streets were scrupulously cleaned; houses were painted; yards were cleaned; the beaches were bulldozed and raked; in essence, the town woke up.

Economically, the town's revenue has been greatly augmented. On one excursion alone, tourists spent approximately $3000. This dollar influx reached the shoeshine boys, waiters, and fishermen, as well as the more affluent *cantina* owners and hotel proprietors. Jobs were created and filled.

What started out for me to be a leisurely hobby of stuffing alligators, iguanas, and tropical sea life turned out to be a worthwhile Peace Corps project for the town's businessmen who easily sold all their products to the 'new' tourists.

Tourism has created a new way of life for the people of Bocas del Toro. The tranquil island has changed, but from the response of its inhabitants we feel confident that it has been a good change.

Tony Masso (Providence, R. I.) has worked as a Volunteer in Panama since October, 1963. He received a B.S. in pharmacy from the University of Rhode Island in July, 1963.

The Bocas Tourist Co-operative offers a visit to island's grotto as a tour feature. Behind statues is a natural cave with formations of stalagmites.

Encouraged by the Panamanian Tourist Bureau, tourists converge on the offshore island of Old Bank to purchase such souvenirs as stuffed iguanas, sea shells.

Wider Role Planned for Cardozo Project

A Washington, D. C., program that has given former Volunteers a chance to earn master's degrees while teaching in two city schools will greatly expand its operations for the 1965-66 school year.

The Cardozo Project in Urban Teaching, which began at Washington's Cardozo High School in the fall of 1963 with nine former Volunteers, recently announced a proposal calling for 60 interns to be placed in 19 Washington public schools.

The project has been financed in its first two years by grants from the President's Committee on Juvenile Delinquency and Youth Crime. Funding for the new proposal is expected to come from the Community Action Program of the Office of Economic Opportunity.

The 25 ex-Volunteers who have been interns in the program all had Peace Corps teaching experience abroad, but few had followed education curriculums in college. The program has aimed at preparing them to teach in schools such as Cardozo, located in a crowded, mostly Negro district of Washington; a secondary purpose has been to develop new curriculum materials appropriate for schools in disadvantaged areas.

The project interns have each had responsibility for two regular classes at Cardozo and at nearby Banneker Junior High School. Supervised by experienced "master teachers," the interns also attended seminars in urban teaching at their schools and took courses at Howard University in Washington. At the end of the full school year, and after submitting theses based on their year's experience, the interns have been eligible for master-of-arts-in-teaching degrees from Howard.

Of the nine former-Volunteer interns who took part in the program in the 1963-64 school year, six have become regular teachers in Washington public schools, and one has continued as a second-year intern. Most of the 16 interns in this past year's program have indicated they will continue as teachers in the city's schools.

Describing the 1965-66 program proposal, Joan Wofford, curriculum specialist and former master-teacher with the project, said applications for intern positions will also be accepted from persons who have not had Peace Corps experience, but who have backgrounds indicating they will perform well in such a program.

More than 40 applications have been received for the project's new year. Needed are more applications for elementary-school positions, Mrs. Wofford said, and for mathematics and science posts at the high-school level. Of the 60 internships proposed for next year, about half will be assigned to 14 elementary schools in the Cardozo area. The others will be divided between two junior-high schools and Cardozo High School.

"The emphasis of the project next year will be on community action," Mrs. Wofford said. "Each intern will be responsible for getting to know the families of his students and for helping those families connect with the new services which are being offered under the poverty program in the Cardozo Target Area."

[The Cardozo Target Area is a region roughly a mile square in Washington's northwest quadrant comprising the area within the boundaries for Cardozo High School attendance. The high school itself is located 1¾ miles northeast from the White House. The Target Area, which harbors many kinds of social disorganization, has been designated to receive in concentration all the services of governmental antipoverty and social-welfare programs.]

"Because of this new emphasis on community action, which will require a good deal of the interns' time, we will not offer the M.A.T. degree at the end of one year," Mrs. Wofford said. "We will grant education credits for the work done during the year with mental-health and curriculum specialists, which should amount to about 18 credit-hours—enough for certification in many states. Any intern interested in obtaining the M.A.T. from Howard could remain in the city a second year as a regular teacher and finish the 21 hours for the degree.

"The new program will be based on an 11-month workyear, and all interns will be asked to stay in the city during the summer of 1966 to continue work with students during the 'difficult' summer months," Mrs. Wofford said.

Interns receive a salary of $5000 for the year. Applications may be obtained by writing to the Cardozo Project in Urban Teaching, Cardozo High School, 13th and Clifton Sts. N.W., Washington, D. C. 20009.

David R. Sherwood (Tewksbury, Mass.), who was a Volunteer in Sierra Leone, teaches a Cardozo social-studies class.

California Paves the Way

The California State Board of Education has passed an emergency regulation that will allow Peace Corps Volunteer teachers to become teachers in the state, with Peace Corps service fulfilling all professional-course and practice-teaching requirements.

The regulation, passed in May, adds a section to the California Administrative Code that relates to credentials for public-school service. The section, entitled "Peace Corps Service," provides that Volunteer applicants for standard teaching credentials who have baccalaureate or higher degrees will be granted elementary, secondary, or junior-college credentials on submitting verification of Peace Corps training experience and experience abroad as a Volunteer teacher.

Career Opportunities

Each month the Peace Corps Career Information Service sends to Volunteers a bulletin listing post-service career opportunities. Volunteers who are in their second year of service may register with C.I.S. for individual assistance; registration cards are available from Peace Corps Representatives. Inquiries should be addressed to C.I.S. in care of the Division of Volunteer Support, Peace Corps, Washington, D. C. 20525. Reprinted below is a selection from the current C.I.S. bulletin, which should be consulted for complete listings and other information.

Teaching

National Science Teachers' Association, International Committee, is maintaining a roster of science teachers with overseas experience. Volunteers now teaching or interested in science teaching in schools in the United States should indicate interest in being registered (include dates and place of Peace Corps service, interest in further overseas or domestic teaching, and area of science) when writing to Dr. Elba O. Carrier, Harvard University, 38 Kirkland St., Cambridge, Mass. 02140.

Laubach Literacy Fund, an educational organization which works with U.S. and foreign governments, missions, and private organizations in technical programs to eradicate adult illiteracy throughout the world, seeks returning Volunteers for positions overseas. Preference will be given to those who have participated in literacy programs. Teacher training and information on the preparation of literacy materials will be provided. For further information write Richard W. Cortright, Director of Education, Laubach Literacy Fund, Inc., 2000 P St. N.W., Washington, D.C. 20036.

University of Puerto Rico Labor Relations Institute employs program officers to take charge of groups of trainees enrolled in courses at the Institute. Officers perform a variety of jobs, from administrative tasks to teaching and research; it is helpful for them to have had experience in the trade-union movement. They must be completely fluent in Spanish: Puerto Ricans are preferred. Write to Miles E. Galvin, Director, Labor Relations Institute, College of Social Sciences, University of Puerto Rico, Rio Piedras, Puerto Rico 00926.

Experiment in International Living is expanding its teaching-English-as-a-second-language staff beginning this summer or fall. In addition to teaching, the year-round work includes development of new programs and techniques. Salary is $5000 to $6000. Candidates write Jonathon Seely, The School for International Training, Brattleboro, Vt. 05301. Administrative assistants are also being sought; duties include assistance in setting up field programs for Peace Corps Trainees and other groups, participation in panel discussions on the nature and functioning of Americans in challenging overseas environments, and in general assisting the Training Director. Applicants for this position should write John A. Wallace, Experiment in International Living, Putney, Vt. 05346.

Education

Columbia University will offer a new graduate program of education and international affairs this fall in the School of International Affairs and Teachers College to prepare students for overseas educational service and for teaching and research in international education. The combined program will lead successively to the degrees of master of arts, master of international affairs, and doctor of education. Further information is available from the Office of Associate Dean for International Studies, Teachers College, Columbia University, New York, N.Y. 10027.

New York University Department of Government and International Relations is offering six fellowships in a National Institute of Mental Health program. This is a research trainee program designed to train political scientists in the "politics of mental health." Stipends begin at $1800 for the first year and go up to $3000 for the fourth year. For further details write Prof. Ralph A. Straetz, New York University, 80 Washington Square East, Room 58, New York, N.Y. 10003.

Government

Office of Economic Opportunity is funding a number of community-action programs for the six reservations of the Minnesota Chippewa Tribe at Nett Lake, White Earth, Fond du Lac, Leech Lake, Mille Lacs, and Grand Portage. Send a letter of application to Peter DuFault, Chairman, Minnesota Chippewa Tribe, 420 Federal Bldg., P.O. Box 588, Bemidji, Minn. 56601. He will forward the letters to respective reservations.

Agency for International Development is recruiting loan officers for positions in Latin America. Loan officers are responsible for recommendations on loan-assistance proposals and implementation of loans to assure effective completion of approved projects. Positions involve approximately one year's training, including appropriate language instruction, in the Washington office before overseas assignment. Volunteers who hold graduate degrees in business administration, economics, or law, or who have comparable business experience, are asked to forward a Form 57 to Joseph Chittenden, Personnel Officer, Room 3906, or Herbert Adelman, Special Assistant, Room 2248, Agency for International Development, Department of State, Washington, D.C. 20523.

U.S. Civil Service Commission is interested in considering returning Volunteers for investigative-aide positions in Washington, D.C. Applicants can establish eligibility for this position by passing the Federal Service Entrance Examination. An oral interview and background investigation are also necessary before candidates can enter on duty. Individuals selected will be given a career-conditional appointment at GS-5 ($5000 a year). Forward an Application for Federal Employment and a copy of notice of rating to Director of Personnel, U.S. Civil Service Commission, Washington, D.C. 20415.

Peace Corps—Division of Recruiting will hire former Volunteers as Field Representatives to visit colleges and universities throughout the U.S. Field Representatives will generally be based in Washington and make two-week trips to campuses alternated with a week's duty at headquarters. Their assignments will be to discuss the Peace Corps and talk about their own overseas experience with students, faculty, and community groups, and to take part in convocations, classes, meetings, and seminars. Field Representatives are hired as consultants at $23 a day plus per diem while traveling. Jobs will terminate at the end of the current academic year. Any Volunteer (or Volunteer couple) who has completed a full term of service may apply by sending a Form 57 or Staff Questionnaire to Richard Irish, Co-ordinator of Volunteer Staff Applicants, Room 813, Peace Corps, Washington, D. C. 20525. Indicate "recruiting" under position preference and include overseas references. Applicants should arrange homebound itineraries so they may stop in Washington to be interviewed.

Peace Corps—THE VOLUNTEER, published by the Division of Volunteer Support, is looking for an assistant editor. The post will be available toward the end of August. Wanted is a former Volunteer with bachelor's degree and some newspaper or periodical experience (college experience acceptable). Must be good writer. Duties include editing, writing, layout, correspondence. Must serve minimum of one year. Write Deane Wylie, Division of Volunteer Support, Peace Corps, Washington, D.C. 20525.

Office of Economic Opportunity is looking for returned Volunteers in the Washington, D. C., area interested in learning the strategy and practice of setting up domestic community-action programs. Training sessions are scheduled for the first and third Saturdays of August and for several Wednesday evenings. After training, jobs would entail visiting communities throughout the U.S. on weekends explaining to citizens how their communities can obtain antipoverty funds. Jobs would offer per diem and travel expenses, but no salaries. For more information, write William Donohoe, Career Information Service, Peace Corps, Washington, D. C. 20525.

Private Business

Smith Kline & French Laboratories in Philadelphia has opportunities for college graduates, regardless of academic major, in management-development positions in the areas of administration, finance, marketing research, international commerce, and advertising and sales promotion. Laboratory and research openings are available for biology and chemistry majors in the areas of analytical chemistry, biochemistry, microbiology, organic chemistry, and pharmacology. Send a letter of application to William G. Evans Jr., Senior Employment Administrator, Smith Kline & French Laboratories, 1500 Spring Garden St., Philadelphia, Pa. 19101.

UARCO Inc., designers and producers of business forms and forms-handling equipment, is interested in hearing from Volunteers who want careers in engineering, accounting, general business, and sales. Write Howard K. Hill, Assistant to the Industrial Relations Manager, UARCO Business Forms, W. County Line Rd., Barrington, Ill. 60010.

Eli Lilly and Company, Indianapolis, and their Greenfield Laboratories in Greenfield, Ind., have a continuing number of opportunities for persons with college degrees in engineering and in a number of scientific and nontechnical areas. Candidates with background and training in plant sciences, biochemistry, pharmacology, and plant physiology may write C. M. Cave, Personnel Department, Greenfield Laboratories, Greenfield, Ind. 46140. For all other areas, including engineering (chemical, industrial, and systems), nontechnical (accounting, finance), analytical chemist, animal nutrition (Ph.D.), biology-pharmacology research (Ph.D.), and a variety of positions in chemistry write J. H. Ebbeler, Chief, Personnel Requirements, Eli Lilly and Company, 222 E. McCarty St., Indianapolis, Ind. 46206.

McGraw-Hill Book Company is interested in interviewing returning Volunteers for "college traveller" positions. College travellers act as liaison between the publisher and the academic community by promoting McGraw-Hill textbooks, researching the need and demand for possible new publications, and seeking out

Career Advice for Returnees

A career-orientation program for Volunteers returning to the U.S. this summer will be held at Columbia University in New York City and the University of California in Berkeley, the Peace Corps Career Information Service has announced.

The program, tentatively scheduled for Aug. 23-25 at Columbia and Sept. 8-10 at Berkeley, will include information on career fields, suggestions on finding jobs, and career counseling. It is anticipated that a number of employers interested in returning Volunteers may send representatives.

The C.I.S. announcement said that teaching would not be included among career fields represented, because most teaching positions will be filled by the date of the program.

The program will be free to Volunteers, who must pay their own expenses for the three-day meetings. Application forms have been included with June and July C.I.S. bulletins, sent to all Volunteers in their last year of service. Volunteers who do not receive the form may apply to C.I.S., giving overseas and U.S. addresses, date of arrival in U.S., program preference (Berkeley or Columbia), and main career interests. The program is also open to ex-Volunteers who completed service since last August.

potential authors. Contacts are with college professors, registrars, bookstore managers, and other administrative officers. Qualifications include a bachelor's degree. Candidates may write Robert T. Schuyler, Assistant Director of Marketing, College Division, McGraw-Hill Book Company, 330 W. 42nd St., New York, N.Y. 10036.

California Texas Oil Corporation (Caltex) would welcome applications from returning Volunteers with backgrounds in chemical, mechanical, electrical, or metallurgical engineering, as well as from Volunteers with backgrounds in secretarial work. Opportunities are available in the areas of technical services providing assistance to overseas affiliate companies. Write to John F. Troja, Supervisor, Employment and Placement, California Texas Oil Corporation, 380 Madison Ave., New York, N.Y. 10017.

American Telephone and Telegraph Company is interested in returning Volunteers with college degrees who are interested in management and professional careers throughout the country. Opportunities also exist for graduates interested in research and development, and manufacturing fields in over 25 locations across the country. Volunteers should indicate their area of work interest and geographic preference. Write to M. A. Brunner, College Employment Supervisor, American Telephone and Telegraph Company, 195 Broadway, New York, N.Y. 10007.

International Minerals and Chemical Corporation, the world's largest producer and refiner of food-producing minerals, seeks returning Peace Corps Volunteers for its expanding operations, both domestic and overseas. Current openings include sales, marketing, and production assignments for individuals with a college degree in agricultural sciences or marketing with an agricultural background. Write to the Manager of Manpower Planning and Placement, International Minerals and Chemical Corporation, Old Orchard Rd., Skokie, Ill. 60078.

Other

American Council for Nationalities Service, a voluntary organization of fellowship and service to the foreign born, helps recruit for its 40 local-member agencies. Personnel needs include caseworkers, group workers, community-organization specialists, supervisors, and executives. A master's degree in social work is generally required for professional posts, but the smaller agencies employ untrained or partially trained persons as case aides. These agencies would be particularly interested in persons with linguistic and intercultural skills and with training in sociology and anthropology, if not in social work. Volunteers should list training and experience in and out of the Peace Corps and indicate foreign languages in which they are fluent. Write to Personnel Services, American Council for Nationalities Service, 20 W. 40th St., New York, N.Y. 10018.

Thomas A. Dooley Foundation, Inc. has a continuing need for physicians, nurses, laboratory and X-ray technicians, and anesthetists. They also need people with mechanical training in the maintenance of equipment and supply handling. All programs are confined to Southeast Asia with current programs in India, Nepal, and Laos using American personnel. Activities range from medical-training programs to small hospitals and rural village clinics to a public-health research survey being conducted in Nepal. Salary is $300 per month for physicians and $150 for all other personnel. Basic travel and living expenses are provided for employees on foreign assignment with a minimum of one year of service. Write Miss Zola E. Watson, Overseas Program Director, Thomas A. Dooley Foundation, Inc., 442 Post St., San Francisco, Calif. 94102.

International Bank for Reconstruction and Development (the World Bank) has a junior-professional program for training outstanding recent college and university graduates of member countries. The probationary training period is 18 months. The program is intended for those who plan to make a career with the bank. A degree achieved with distinction in a substantial discipline is highly desirable; graduate work is especially useful in economics, although business administration, law, public or international administration (if they embrace some economics), and occasionally other fields are also suitable. Thirty years is the upper age limit, with rare exceptions. More than 90 per cent of the staff live and work in Washington, D.C., but most of the professional staff members travel. Application should be made to the Personnel Division, International Bank for Reconstruction and Development, 1818 H St. N.W., Washington, D.C. 20433.

Memorandum

TO : The Field DATE: June-July, 1965

FROM : The Editors

SUBJECT: Don't Forget to Write—We Know You're Out There

Now and then we get asked why we don't carry more letters from Volunteers, the implication being that we must discard a good many for one reason or another. Not so. If we receive letters containing anything approaching general interest from Volunteers, staff members, or 'outsiders,' we'll print them, provided the writers don't tread too heavily on national sensibilities and observe the usual standards of good taste. In order to encourage Volunteers and staff members to send letters, we will open a "Letters from the Field" department, presenting commentary on Peace Corps topics. If you'd like to have your thoughts read round the world, write to us—but keep it to a reasonable length and typed, if possible.

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Not long ago we carried an article about newsletters published overseas by Volunteers. In it, we omitted the name of one written by Volunteers in Iran—*Paigham* (message)—because we'd never received a copy. Now we have, and there may be more we've overlooked—let us know. Meantime, honors for the most handsome newsletter cover go to *En Principe* in the Ivory Coast, edited by Efrem Sigel (Staten Island, N.Y.). *En Principe's* new cover, introduced in April, is a striking design by Volunteer Anita Glaze (Anderson, Ind.), reproduced in color by the U.S.I.S. printing plant in Beirut, Lebanon.

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Bits & Pieces: *The Tilley Lamp*, published by Volunteers in Nigeria, reports that Volunteer Virginia Cruickshank (Freeport, N.Y.) awoke one evening to discover a man climbing in her house through a window. "Who are you?" she cried out. The man's unhesitating reply: "I'm a thief." He got away with a portable radio . . . In *The Chowkidar* (watchman), published by Volunteers in India, Volunteer Anne Manton (Spartanburg, S.C.) reports on signs she has seen on her travels in India, including the following: "Please Do Not Wash Your Hands in the Plates" (in a Mysore restaurant) . . . "Prohibited Articles Not Allowed" (in a bus) . . . "Please Do Not Commit Public Nuisance" (everywhere) . . . "Passengers Are Requested Not to Remove Furniture From the Waiting Room" (railway platform) . . . "It Is Safer to Walk on the Footpaths Than in the Middle of the Road" (street sign in Hyderabad).

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Thomas H. E. Quimby, formerly Peace Corps Representative in Liberia and now Representative in Kenya, had this to say at a recent Washington staff meeting:

"We have spent a lot of time psychologizing the Volunteer, but how much do we really know about the relationship of a Volunteer to the citizen of the host country, about the psychological elements in the relationship of a developed to an underdeveloped people? We have certain intuitive attitudes about respect for one's fellow and the dignity of all men which have stood us in good stead. But what empirical evidence do we have to support the evaluator's carping on the Volunteer who is a good teacher but isn't pals with his village chief?"

Use the Language

(Continued from page 2)

Without this participation it was more difficult for me to work with Volunteers in gaining a deeper understanding of the people they were to be with for two years.

The importance of learning the host-country language has been increasingly emphasized since the Peace Corps began four years ago, and fluency is no longer equated with mastery of national anthems. We have done more than any other group of Americans to educate ourselves in the languages of others, rather than relying on their ability to learn ours. It is still true, however, that language proficiency is the single factor within our control that can multiply the effectiveness of the Peace Corps.

We must continue to improve our language training. Ultimately, the necessary improvement can come only from individual understanding, commitment, and effort. This should be expected of everyone associated with the Peace Corps.

Nepal Rated High by F.S.I.

Thirty-four Volunteers in Nepal have been called "the best group ever tested in South Asia" by Foreign Service Institute language experts.

The Volunteers, members of the second group to serve in Nepal, averaged 3.4 on a 5-point F.S.I. test scale; best previous average was 2.2, scored by Nepal I Volunteers.

Twelve Volunteers were rated at the "4" level. The tester, J. Martin Harter, said he had given only two "4s" in six years of testing. The tests are given on an absolute rather than relative scale, and are rated S-1 (elementary proficiency), S-2 (limited working proficiency), S-3 (minimum professional proficiency), S-4 (full professional proficiency), or S-5 (native or bilingual proficiency).

The 34 Nepal Volunteers went abroad in October, 1963, after training at George Washington University, Washington, D.C. They have been working in community development.

AND BRING ALONG THE FAMILY—When Warren W. Wiggins was sworn in recently as Deputy Director of the Peace Corps, the rest of the Wiggins family came along to watch—to the obvious delight of Vice President Hubert H. Humphrey, left, who officiated, and Peace Corps Director Sargent Shriver, at Humphrey's left. The family includes, from left, John Reed, 11; David Robert, 9; twins Lisa Ann and Karen Sue, 14; Mrs. Wiggins; Mark Oliver, 2½; William Warren, 16, and Wiggins.

Colleges Give Credit for Peace Corps Training

More than 30 of the 87 American colleges and universities that have served as Peace Corps training institutions are now granting Peace Corps Volunteers academic credit for work completed on their campuses.

Some institutions have adopted standard policies establishing undergraduate and graduate credit in courses in area studies, language, and American studies. Others have set up special provisions for giving credit to Trainees in individual projects on the basis of evaluation of course content and duration. Several institutions have offered credit pending the results of proficiency examinations administered by the university.

Training institutions also have varied policies concerning the accreditation of this course work. Some will grant credit only to Volunteers who return to their institutions, while others issue transcripts that will be on record for consideration for transfer credit to other schools.

A clause on academic credit for training was introduced recently into Peace Corps contracts with training institutions, according to Jules Pagano, Acting Director of Training. The clause reads:

"The training institution agrees to review the content of Peace Corps training for the purpose of determining to what extent regular academic credit can be granted for training received under this contract. It is understood that such training must meet the established requirements of the training institution before academic credit is to be granted.

"The training institution agrees to maintain an appropriate description and record of Peace Corps training and credits given for immediate or later use by Volunteers in attempting to secure credit either at this institution or elsewhere."

Further information may be obtained by writing Career Information Service, Division of Volunteer Support, Peace Corps, Washington, D.C. 20525.

CHANGE OF ADDRESS

Name

Street or P.O. Box

City, State, ZIP Code

Effective date

Please send with mailing label at right.

PEACE CORPS
WASHINGTON, D.C. 20525

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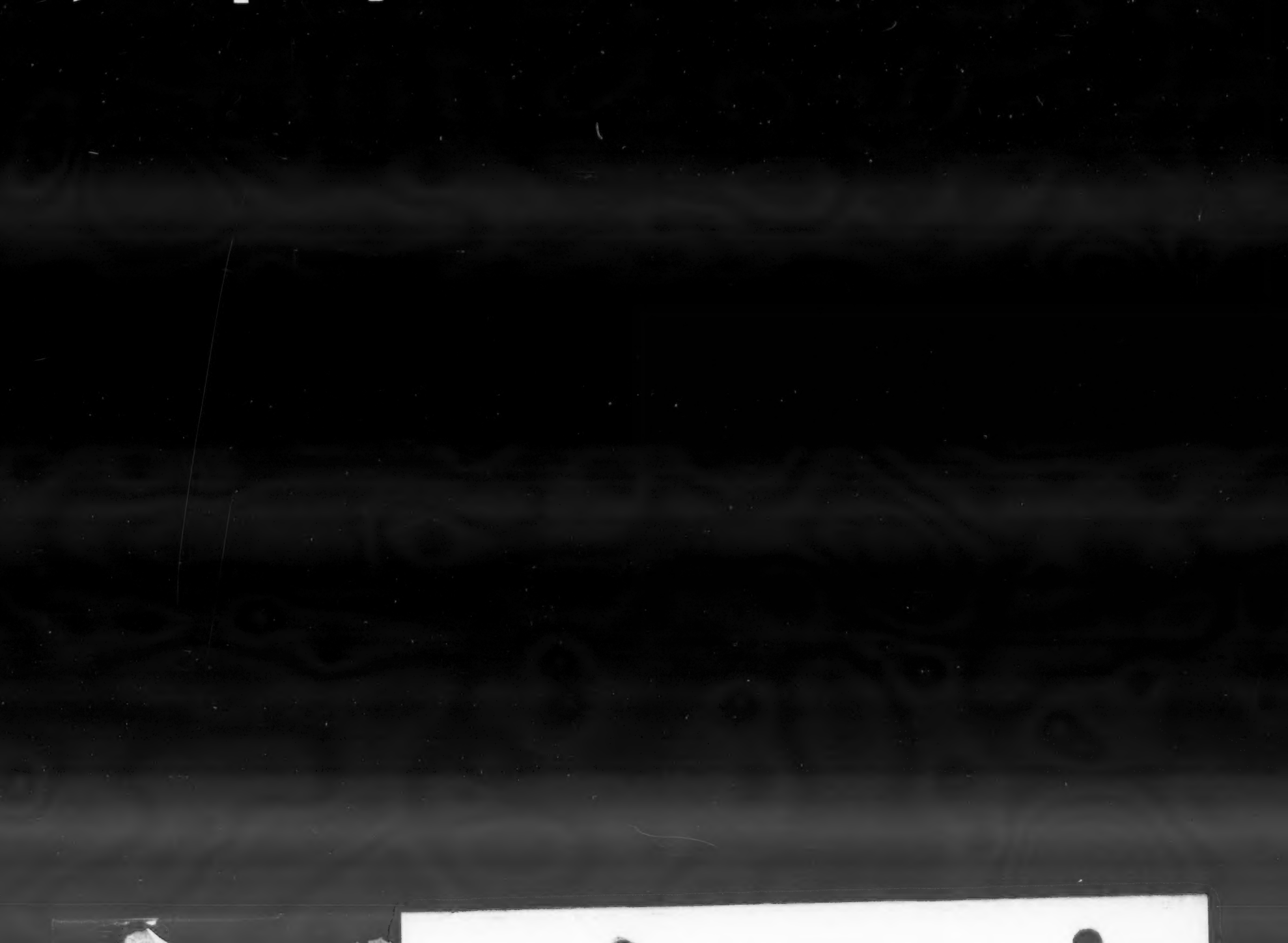
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